GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1877-78.

Calcutta:

PRINTED AT THE BENGAL SECRETARIAT PRESS.

1878.

INDEX

TO THE REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1877-78.

GENERAL SUMMARY. (margin)

GENERAL SUMMARY.—The educational history of the year ending with the 31st March 1878 has been marked by few events of importance. The financial embarrassments of the previous year no longer existed, and schools have been treated with greater liberality than was then found possible. At the same time, the conditions on which schools of all classes have enjoyed the money of the State have been closely revised. Government institutions receiving fixed grants have been required to defray from their own resources charges which have hitherto fallen upon other departments of the State. Schools receiving grants-in-aid have learnt that they cannot ignore the public examinations of their class without running the risk of losing Government support. The continuous development of the primary system of education has made it necessary to devise means of various kinds to reconcile the increasing demand for Government aid with the existence of a fixed grant. In brief, the most marked characteristic of the year has been an effort, not so much to extend education as to systematise it, and to secure the best possible return for the money expended upon it.

2. Following the classification recently sanctioned by Government, the subjoined table summarises the state of education for the last two years. Every school that has furnished returns is included :—

Class of Instruction.		1877.		1878.	
		Schools.	Pupils.	Schools.	Pupils.
Superior ...	Colleges	20	1,792	19	2,003
Secondary ...	Higher English schools ...	180	32,957	176	31,688
	Middle " "	511	30,072	572	31,618
	Middle vernacular "	1,045	51,718	1,087	53,234
	Lower English "	112	4,328	......	......
	Lower vernacular "	1,501	52,650	1,604	56,012
Primary ...	Primary "	17,554	399,409	22,126	446,522
	Female "	480	12,027	519	11,964
Special		75	4,398	66	3,779
European and Eurasian		......	......	49	4,580
	Total	21,478	589,351	26,218	641,400

3. Under superior education there is no actual loss, the decrease of one in the number of colleges arising from the fact that the Serampore unaided College has ceased to furnish returns. There is, as in the previous year, a large increase in the number of pupils, chiefly in the aided colleges.

GENERAL SUMMARY.

4. Secondary instruction shows a gain of 90 schools and 827 pupils; or, if European education (excluding that of girls) be counted under this head, of 126 schools and 4,256 pupils. It should be explained that schools for the instruction of European and other foreign races, 49 in number, have now for the first time been placed under a separate heading; they are mostly English schools of the higher or middle class, 13 of them being girls' schools. Higher English schools accordingly show a slight decrease, which is only apparent. Lower (or intermediate) English schools, of which last year there were 112, have now disappeared as a separate class.* Some have raised themselves to the class of middle English schools, among which we find an increase of 61; others abandoning their English classes, have enrolled themselves among middle vernacular schools, which show a gain of 42; some few again have probably returned to the lower vernacular class from which they originally sprung. The orders of Government† reconstituting middle English schools on a vernacular basis have made it easy for vernacular schools to add an English class, and thus to rank as English schools. These orders have had some, though not yet their full, effect; and the increase in the tabulated number of middle English schools (notwithstanding the separation of those in which Europeans are taught) is partly due to this cause also. Lower vernacular schools have increased by more than 100; this is a class which is constantly receiving additions from that of primary schools below them.

* *See* Government orders No. 3006, dated 16th October 1877

† No. 3005, dated 16th October 1877.

5. Primary instruction is marked by a nominal increase of 4,572 schools and 47,113 pupils. Those figures are vitiated, as in former reports, by the inclusion of the returns of unaided schools, upon which no reliance could be placed, even if the Sub-Inspectors enjoyed the same opportunities from year to year of finding out and recording such schools. For the present it will be sufficient to notice that they show an increase of 800 schools and a decrease of 10,000 pupils. Excluding them, therefore, from the figured statement, we find among primary schools aided by the State an increase of 3,770 schools and of 57,772 pupils. This large increase is confined almost exclusively to the divisions of Burdwan and Orissa, which add respectively 1,400 and 2,400 schools to the numbers of last year. The circumstances of the increase will be pointed out in their proper place; meanwhile it is necessary to say that here also the figures afford no exact, hardly even an approximate, measure of progress. The method of payment-by-results (to the introduction of which in certain districts the increase is due) brings large numbers of primary schools, formerly unaided by Government, into the class of those that receive aid. The immediate result is merely to transfer schools from one heading to another; and if the class of unaided schools be excluded from consideration, a large increase is at once apparent in the returns of primary schools. But such increase truly belongs to the future rather than to the present. Indigenous schools thus brought under control and inspection, and presented with a new incentive to progress and a new aim, will almost certainly improve in course of time; but for the present they owe little or nothing to the department which has begun to recognise them, and in this point of view the returns are misleading.

6. Adding the European girls' schools (separately entered in the returns for 1878, and numbering 13 schools with 1,151 pupils), female education shows an increase of 52 schools and 1,088 pupils. Unaided missionary schools have much increased in and around Calcutta. Zenana agencies have declined in Calcutta, but largely increased elsewhere.

7. Under the head of special instruction, the decrease in the number of institutions is accounted for by the closing of seven normal schools and three training classes since the date of the former returns. But there has been a further and large diminution in the number of students of Medicine and Engineering, and in the School of Art. The Law departments of colleges, on the other hand, show a considerable increase. The single unaided technical school (wrongly so described) of the previous year's report has now disappeared, with its 255 pupils; its place has been taken by the Music School and the Albert Temple of Science.

8. The foregoing classification has been based upon the nature of the instruction given in different classes of schools. In the following table the

schools are classed according to the source of their income and the grant by which they are maintained:— GENERAL SUMMARY.

Class of Institutions.	1877.		1878.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges ...	323	27,831	316	28,728
Grant-in-aid " " " ...	1,857	89,045	1,779	85,563
Circle grant " " " ...	322	12,945	262	10,742
Primary grant " " " ...	13,346	3,38,758	17,395	4,06,135
Unaided " " " ...	5,630	1,20,772	6,466	1,10,232
Total ...	21,478	5,89,351	26,218	6,41,400

9. Among Government institutions, seven normal schools have been closed, and there have been other minor changes. Of the total increase of 900 pupils, 650 are found in Government higher class English schools, whose efficiency and popularity are constantly advancing.

10. Grant-in-aid schools have suffered a reduction of 78. The loss is divided between mission primary schools and lower English schools; many of the former having ceased to enjoy grants-in-aid during the year, while the latter were abolished as a separate class, and some of the schools have not survived the process of re-construction. These facts, however, do not fully account for the reduction in the number of aided schools. During the year the attention of Circle Inspectors has been closely called to the unsatisfactory character of certain schools which had for years past been in receipt of Government aid, while at the same time they were distinguished by the constant absence of their pupils from the public examinations of their class. From many such schools the grants were accordingly withdrawn, and the returns show 98 aided schools abolished during the year.

11. Circle schools have been largely reduced throughout the Presidency Division; chiefly those of the primary class, many of which have ceased to exist as circle schools, and are now supported from the primary grant. In the Dacca Division the number of middle class schools maintained from the circle grant has considerably increased.

12. The increase of 4,000 in the number of primary schools has been already referred to. It is practically confined to the districts of Burdwan, Midnapore, and Cuttack, all of which, during the past year, have either introduced or largely developed the system of payment by results. It is not in all cases easy to say whether these new schools should be classed as "schools aided from the primary grant," or "schools registered under the primary system." In some districts, it is true that every school so registered receives a retaining fee of one rupee quarterly or yearly. In others, however, this reward is no part of the system; and the figures given may represent either the number of schools that have furnished statistics to the Sub-Inspectors and registered themselves for examination, or the number of those that have presented themselves for examination: in neither case, therefore, should we know the number of schools that had actually received aid in the shape of rewards. The remainder should in strictness be transferred to the class of unaided schools; though at the same time such schools come directly under the influence of the primary system, which turns even an unsuccessful struggle for aid into a motive and means of improvement. The reports do not in every case make this distinction clear, nor indeed has any general rule or principle been declared.

13. As might be expected, the lower vernacular and middle vernacular schools that are aided from the primary grant show but small fluctuations from year to year. Such changes as present themselves are satisfactory. The number of middle class schools so maintained has been brought down from 139 to 128, and it is only in two districts that the number of such schools calls for comment. As has been many times pointed out, such a diversion of a grant intended for primary education needs to be carefully watched. Lower vernacular schools have increased from 1,226 to 1,328, the increase being chiefly found in Behar and Eastern Bengal. There is less objection to the policy of aiding schools of this class from the primary grant; a subject to which I shall return hereafter.

GENERAL SUMMARY.

14. Unaided schools (excluding unaided primaries which, as before mentioned, show very remarkable fluctuations) exhibit but slight changes. The class of intermediate English schools of last year's report has been transferred bodily to that of middle English schools; the explanation being that these schools, which are necessarily free from inspection and control, finding themselves ill able to attempt the middle English standard, voluntarily degraded themselves so as to compete for the inferior scholarships. Those scholarships no longer existing, the schools have reverted to the middle class. Middle vernacular schools show a gain of 11, all promoted from the lower vernacular class, among which an equal loss is observed.

15. The following table summarises the expenditure for the year under the different budget headings. The figures have been furnished by the Accountant-General:—

Budget head of Expenditure.	Sanctioned estimate, 1877-78.	Actual expenditure, 1877-78.
	Rs.	Rs.
Direction and inspection ...	4,04,426	4,01,173
Government Colleges and Madrasas (including re-grants) ...	4,75,919	4,57,091
Government schools (including re-grants) ...	10,59,783	10,10,738
Scholarships ...	1,48,200	1,53,176
Grants-in-aid ...	4,64,560	4,58,408
Miscellaneous ...	37,202	39,275
Total ...	25,90,090	25,19,861
Less receipts ...	4,73,780	5,19,803
Net Government expenditure ...	21,16,310	20,00,058

16. Under the head of direction there has been a saving of Rs. 25,000, which appears to have been swallowed up by increased activity among inspecting officers, the actuals under the head of inspection amounting to Rs. 3,58,000, against a sanctioned expenditure of Rs. 3;35,000. It is noticeable, however, that the departmental returns show an expenditure under that head of only Rs. 3,36,000, which is very near the sanctioned estimate.

Government colleges (including a re-grant of Rs. 8,000 to madrasas) show a saving of Rs. 19,000, chiefly caused by temporary or permanent vacancies in the list of graded officers.

Government schools (including a re-grant of Rs. 71,000) show a saving of Rs. 41,000. The Accountant-General includes under this head all expenditure on schools aided from the primary grant, under the title of "Government schools, Low," these being departmentally regarded as aided schools. Such schools appear to have exceeded the sanctioned expenditure by Rs. 12,000; but I am unable to reconcile these figures with the departmental returns, which show a total expenditure of Rs. 3,83,000, against a sanctioned allotment of Rs. 4,07,000, and a saving therefore of Rs. 24,000.

A sum of Rs. 3,000 has been saved on the assignment for grants-in-aid, which was raised from Rs. 4,20,000 in the previous year to Rs. 4,64,000 for the year under report. The expenditure in 1876-77, however, largely exceeded the estimate, and hence the actual expenditure has increased by only Rs. 13,000.

Of the Rs. 70,000 nominally saved in the total expenditure of the department, the larger proportion, probably Rs. 60,000, will be re-granted again for the current year to colleges and schools receiving net grants.

Of the sum of Rs. 46,000 by which the receipts exceeded the estimate, Rs. 35,000 was a cash recovery of previous years. The balance of Rs. 11,000 therefore affords a juster measure of progress.

Against the anticipated savings of the department, considerable sums, which were not included in the original estimates, have been charged in the course of the year. Among these are a grant of Rs. 10,000 to St. Joseph's School in Calcutta, an additional grant of Rs. 4,000 for the purchase of a house for the Bhootea school at Darjeeling, a building grant of Rs. 3,000 for the Roman Catholic school at Assensole, a grant of Rs. 2,659 for the repairs of the Mahomedan hostel at Chinsurah, a grant of Rs. 3,882 for

temporary buildings for the Patna Medical School, an addition of Rs. 3,000 to the primary grant of the Midnapore district, and many other grants of less than Rs. 1,000 each.

17. The following table compares the expenditure for two successive years taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification, and the whole expenditure connected with instruction is shown. The table accordingly includes charges for medical education and for building, which are not included in the estimates of the Education Department.

CLASS OF INSTRUCTION.	YEAR ENDING 31ST MARCH 1877. Government expenditure (net).	YEAR ENDING 31ST MARCH 1877. Total expenditure.	YEAR ENDING 31ST MARCH 1878. Government expenditure (net).	YEAR ENDING 31ST MARCH 1878. Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	......	85,000	......	85,000
Collegiate	2,24,000	3,97,000	2,39,000	4,32,000
Secondary instruction	5,94,000	16,64,000	6,06,000	16,75,000
Primary instruction	2,98,000	6,68,000	2,72,000	7,81,000
Scholarships*	1,32,000	1,44,000	1,34,000	1,51,000
Female education	73,000	1,97,000	75,000	2,36,000
Special education (including scholarships)	4,40,000	5,50,000	4,19,000	5,16,000
Miscellaneous (including building) ...	1,16,000	1,54,000	1,60,000	1,87,000
Superintendence	3,75,000	3,75,000	3,80,000	3,80,000
Total	22,52,000	42,34,000	22,85,000	44,43,000

* Exclusive of scholarships for special instruction.

In order to reconcile the statement of net Government expenditure in this compared with that given in the preceding table, it is necessary to exclude the charges for medical education (Rs. 2,24,000) and for Public Works Department buildings (Rs. 72,000). The net expenditure is thus reduced to Rs. 19,89,000, and thus the two statements differ by some Rs. 11,000.

Owing probably to different principles of classification, the Accountant-General's figures under separate heads differ widely from those given in the returns of the Education Department; but it is uncertain how far these discrepancies affect the returns of total expenditure.

18. Passing to the detailed figures under each head, it appears that there has been an increase of Rs. 15,000 in Government expenditure and of Rs. 20,000 in private expenditure upon collegiate instruction. Rs. 10,000 of this increase is explained by the failure of the local authorities to pay into the treasury the amount of the subscriptions guaranteed towards the maintenance of the Cuttack College. The newly-opened college departments of Chittagong and Rungpore account for much of the remainder.

In secondary instruction the increase of Rs. 12,000 in Government expenditure has chiefly arisen in connection with aided schools, to which class a larger Government assignment has made it possible to give more liberal grants. There is no increase in private expenditure.

The large decrease of Rs. 26,000 in the Government expenditure on primary education is accounted for as follows. Circle schools have been reduced to the extent of Rs. 4,000; grants-in-aid have been withdrawn from mission primary schools to the amount of Rs. 6,000; an additional Rs. 4,000 has been spent on secondary schools aided from the primary grant, a corresponding amount being therefore withdrawn from the support of primary schools; and there appears to have been an actual decrease of Rs. 12,000 in the expenditure from the primary grant, though the fact of such decrease, as before noticed, is not borne out by the Accountant-General's statement. The private expenditure on primary schools has increased by Rs. 1,13,000. There is also a large increase in the private expenditure on female education. The decrease under special education is caused by the closing of normal schools.

There is an increase of Rs. 44,000 in miscellaneous expenditure, chiefly explained by an increase of Rs. 42,000 in Government buildings, the details of which have not been furnished me by the Public Works Department. There are other items of increase and decrease which nearly balance each other. Among the former are an increase of Rs. 18,000 (including the grants to St. Joseph's School and the Bhootea School) under the head of grants for school buildings and furniture, and of Rs. 7,000 for rewards, which may help

GENERAL SUMMARY.

to explain the decrease of Rs. 12,000 above noted in primary education. Among the latter are a decrease of Rs. 10,000 in the charges for schools abolished during the year; of Rs. 7,500 for Dr. Fallon's Dictionary, since that charge is not included in the accounts of this department; and of Rs. 4,000 in examination charges.

19. The Government contribution to the total cost of education (including medical and building charges), which decreased in the previous year from 57 to 53 per cent., has again decreased to 51 per cent. Little value, however, can be attached to these proportions. Thus the returns of schools aided from the primary grant show an increase of Rs. 1,32,000 in private expenditure, against a decrease of Rs. 12,000 in Government expenditure. Until it is known on what principle the returns of aided primary schools are now made up (a matter to which I have referred in a previous paragraph), and until we have some better evidence than the guru's unchecked statement of his private earnings, these figures can have no value.

In grant-in-aid schools the constant (and quite unmeasured) tendency to overstate the amount of the local income has perhaps been checked of late by some severe examples that have been made when false accounts have been discovered. It is noticeable that in these schools the returns of private income show no increase over those of the previous year.

In Government schools and in colleges complete accuracy can be relied on, the fees and other contributions being paid into the treasury in all Government schools and colleges, while the high character of the management of aided colleges puts misstatement out of the question. It is therefore satisfactory to find that in colleges the Government expenditure has fallen from 56 to 55 per cent., and in Government schools from 40 to 39 per cent.

20. The following table shows the class of instruction reached by the pupils in schools of all kinds:—

Class of Schools.	Upper stage.	Middle stage.	Primary stage, higher section.	Primary stage lower section
Higher English	18·8	50·5	24·4	6·3
Middle "	·1	38·1	40·4	21·4
" vernacular	·3	29·4	38·3	32
Lower "	......	11·2	41·6	47·2
Primary " ...	......	1·1	34·4	64·5
Girls' schools for natives ...	·4	13·1	32·5	54
Boys' " " Europeans, &c. ...	15·2	46·1	28·7	10
Girls' " " " ...	3·5	35·7	43	17·8
Mixed " " " ...	4·4	39·1	33·9	22·6

The separation of European schools under a separate head makes it difficult to estimate the progress made by pupils since the previous year in higher and middle English schools; but in middle and lower vernacular, and in primary schools, the proportions show no change. The very large increase that has taken place in the number of the lowest class of schools would lead to the expectation of a higher percentage of pupils in the lowest stage. The fact that the percentage has not been raised indicates a very satisfactory rate of progress among the more advanced schools of this class.

21. The following table shows the social position of the pupils in various classes of schools. Like that in the preceding paragraph, it manifests but slight variations from year to year, but it is perhaps useful to keep it on record in an annual report for purposes of comparison and reference.

Class of Schools.	Upper classes.	Middle classes.	Lower classes.
Higher English	3·9	80·6	15·5
Middle "	1·6	60·7	37·7
" vernacular	1·1	48·3	50·6
Lower "	·3	30·5	69·2
Primary "	·2	17·8	82
Total of all schools ...	·5	27	72·5

GENERAL SUMMARY.

22. The number of pupils in aided and unaided schools is here compared division by division:—

	Pupils on 31st March 1878.		Pupils on 31st March 1878.	
	In aided schools.	In unaided schools.	In aided schools.	In unaided schools.
Presidency Division	90,823	32,042	93,911	20,661
Burdwan "	117,329	30,298	148,980	16,662
Rajshahye "	38,891	4,729	39,146	4,872
Dacca "	60,142	17,589	64,146	16,611
Chittagong "	12,029	1,336	12,542	1,760
Patna "	47,906	5,927	51,547	19,233
Bhagulpore "	28,268	18,865	24,487	19,700
Chota Nagpore "	22,326	3,265	22,805	3,409
Orissa "	34,915	1,484	57,463	926

As before explained, the increase in aided schools is mostly found in the divisions of Burdwan and Orissa, arising from the development of the system of payment by results. The loss in the Bhagulpore Division has been caused by the introduction of a special system of administration, to be explained in its proper place, the first result of which is the withdrawal of fixed grants, and the consequent closing of many of the schools so affected.

Turning to unaided schools, the decrease in the Presidency Division arises from the fact that there have been many changes of inspecting officers, who have consequently as a body been less familiar with the locality of such schools. In the Burdwan Division the schools that have disappeared from the unaided list have all been transferred to the class of aided schools. In Patna Division, for which very few unaided schools were returned in the previous year, the Inspector's anticipations have been fulfilled, and very large numbers have been discovered and registered.

23. The advancement of each division is shown by the number of pupils in various stages of progress. This is shown in the following table, from which collegiate instruction is excluded. The *upper stage* includes pupils who have reached a standard equivalent to that of the 1st or 2nd class of a school reading the University Entrance Course; the higher section of the *primary stage* includes those who can, and the lower those who cannot, read, write, and understand, easy sentences in their mother-tongue; the *middle stage* includes all between the primary and the upper:—

Division.	Population.	Upper stage.	Middle stage.	Primary stage.	
				Higher section.	Lower section.
Presidency	7,881,000	1,462	12,595	36,777	63,738
Burdwan	7,291,000	1,651	11,867	63,369	88,775
Rajshahye	7,377,000	398	4,653	16,942	22,025
Dacca	9,127,000	1,076	9,780	26,175	43,365
Chittagong	1,911,000	239	1,705	4,463	7,895
Patna	13,123,000	503	5,534	26,063	38,680
Bhagulpore	7,290,000	271	2,646	14,620	26,650
Chota Nagpore	3,323,000	157	1,314	9,066	15,683
Orissa	3,162,000	243	1,974	20,912	35,260

24. PRIMARY INSTRUCTION.—The total number of primary schools of all classes, and of the pupils reading in them, is shown in the following statement:—

Primary Schools.

	1877.		1878.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	16	399	12	310
Grant-in-aid "	285	8,466	192	4,876
Circle grant "	121	4,370	50	1,712
Primary " "	11,850	289,315	15,788	353,424
Total aided ...	12,272	302,550	16,042	360,322
Unaided schools	5,282	96,850	6,084	86,200
Grand total ...	17,554	399,400	23,126	446,522

PRIMARY INSTRUCTION.

It appears, therefore, that the area of primary education is being gradually narrowed to that of the primary grant, and that secondary instruction is recognised as the legitimate field for the employment of grants of other kinds.

Of the 12 Government schools nine are model schools established along the edge of the Garrow Hills, which give elementary instruction to the mixed races of the lower hills and the Terai. These schools have met with many vicissitudes and, on the whole, with very limited success. Of all the hill races, the Hajans alone show any capacity for education. It is proposed to move these schools away from the foot of the hills for the benefit of the neighbouring and very backward tracts of North Mymensing, leaving the education of the hill races to be provided for by the Deputy Commissioner of the Garrow Hills.

25. The grant-in-aid schools of this class are almost exclusively mission schools in Midnapore, the 24-Pergunnahs, Nuddea, and Jessore, or else amongst the Kols and Sonthals in Chota Nagpore and the Sonthal Pergunnahs. A fixed monthly grant is made to a mission, which undertakes in return to keep up a certain number of schools. There is generally some vagueness about the classification, though many are above the primary standard. The transfer of a large number (nearly 50) in the Presidency and Burdwan divisions from the primary to the lower vernacular class is the chief cause of the apparent decrease; but there is a real decrease in the total number of schools of this class caused by the withdrawal of grants-in-aid from 25 mission schools in two districts of the Presidency Division and in Midnapore. The number of mission schools (all primary) in the Sonthal Pergunnahs has increased. No more useful work is achieved in any part of the educational field than that which is undertaken by the Church Missionary Society and the Indian Home Mission among the Sonthals, and by the Lutheran and the Anglican Missions among the Kols. They teach large numbers of girls as well as boys, training them in habits of odrer, cleanliness, and industry. The girls go out into the villages, marry, and become as efficient instruments of civilisation as any school masters can be.

26. The loss in circle schools arises partly from the elevation of some to the secondary rank, but chiefly from the withdrawal of their circle pundits from a large number. Most of these, however, continue to exist under their own gurus and re-appear as ordinary primary schools, aided or unaided. The loss has been confined to the Presidency Division; the circle schools of the Dacca Division having not only increased in numbers, but advanced in class. I shall return to the consideration of circle schools directly.

27. Passing on to unaided schools, the reduction of 800, as shown in the returns, has been already noticed. There is an apparent loss of 400 schools in the Presidency Division, arising, according to the Inspector's account, from the fact that many changes were unavoidably made during the course of the year in the inspecting staff of all the four districts. Sub-Inspectors new to a sub-division are unable to collect statistics from as many unaided schools as those who know exactly where to lay their hands upon such schools. Mr. Garrett rightly adds that the only or the most certain means of securing regularity in the returns of unaided schools is the introduction of that element in the Midnapore scheme which makes schools eager to return themselves unsolicited, namely, the payment of a reward for such returns.

28. In the Burdwan division there is a loss of 350 schools. This is more than sufficiently explained by the circumstances of the Burdwan district, which, having last year 680 aided and 584 unaided primaries, has now 1,164 aided and 24 unaided: that is to say, the unaided pathsalas of the previous year have been transferred bodily to the aided class. Such cases as this shew the need of a fixed system of classification. It is quite clear that the 1,164 pathsalas of Burdwan are not stipendiary schools, nor even schools that have obtained rewards after examination, the present system having been only recently introduced. It is probable that they are schools receiving what Mr. Harrison calls a "retaining fee" of one rupee a year for furnishing returns. But in other districts such schools are classed as unaided schools. Means will be taken to secure uniformity on these points in the next returns.

29. In Eastern Bengal there is a loss of 70 schools out of 500. In Fur-reedpore the loss is ascribed by the Magistrate to prevalent distress and sickness; in Dacca and other districts it is due to the late receipt of the forms

of return ; in others, again, a certain number have been taken up into the primary system. But all such explanations assume that the 427 unaided primaries now returned afford some measure of the total number of existing pathsalas—an assumption which is untenable. PRIMARY INSTRUCTION

30. In Orissa only 51 unaided pathsalas are returned, and these belong exclusively to the district of Pooree, in which there are probably 1,000 such schools. All the known schools of the other two districts, together numbering 4,072, are returned as aided, again showing the need of a definite classification.

31. In the division of Patna the number of unaided primary schools that have been recorded has advanced from 168 to 984, and that of maktabs from 66 to 610, giving a total increase of nearly 1,400 unaided schools. This is a first instalment towards the 5,000 indigenous schools of all kinds which Baboo Bhoodeb Mookerjea last year predicted would be found in that division. The districts of Patna, Gya, and Sarun, return some 500 each. In other districts arrangements for securing these returns have not been completed. In Mozufferpore, for example, 350 such schools, attended by 4,300 pupils, have been found out by the Sub-Inspectors; and the Deputy Inspector maintains that "in every village inhabited by Kaiths there is a *mianji* entertained by some well-to-do Kaith or other, while every Rajpoot or Babhan zemindar of from Rs. 500 to Rs. 1,000 is sure to pay for a *dewanji* to serve him both as patwari and as guru."

32. In the Bhagulpore Division the system of recording indigenous pathsalas has been very completely carried out; it is a part of the primary system in force in that division. The number of pathsalas registered as unaided has increased from 1,393 to 1,480, and the number of maktabs from 343 to 384. It is worth notice that of the 1,200 unaided maktabs that are returned, 1,000 are found in Behar, with an average attendance of eight pupils.

33. The recent institution by Government of an examination in Calcutta for certificates of proficiency in Sanskrit and for the award of Sanskrit titles lends some importance to the returns of tols teaching that language. They number 253, showing an advance of 80 over the year before. Of the increase, the chief share is contributed by the Patna Division, which numbers 54 against one in 1877; and by the Presidency Division, whose tols have advanced from 21 to 59. There are only eight pupils to a tol on the average.

34. The number of pupils to each unaided pathsala is 25 throughout Bengal and only 11 in Behar. The explanation of the decrease in the total number of pupils in unaided schools lies in the fact that the increase in the number of schools in Behar, large as it is, has not been large enough to counterbalance the loss in other places.

35. Before entering upon the consideration of aided primary schools it is well to notice the degree in which the circle and primary grants are employed in promoting education other than primary. The following tables show the number of schools, whether primary, lower vernacular, or middle vernacular, that have been supported from those grants in two successive years:—

Circle Grant Schools.

YEAR ENDING	Primary.		Lower.		Middle.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
31st March, 1877	127*	4,493	88	3,511	107	4,941	322	12,945
31st March, 1878	56*	1,839	78	3,045	128	5,858	262	10,742

* Including six girls' schools.

PRIMARY INSTRUCTION.

Primary Grant Schools.

Year ending	Primary.*		Lower.		Middle.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
31st March 1877	11,978*	291,532	1,226	42,158	139	5,013	13,343	338,703
31st March 1878	15,939†	355,723	1,328	45,778	128	4,684	17,395	406,185

* Including 128 girls schools.
† Ditto 151 ditto.

36. The loss in circle schools is confined to the Presidency Division, and chiefly to the 24-Pergunnahs, the district which enjoys the main portion of the grant. During the last four years the circle system in that district has been exposed to serious vicissitudes. The purpose of the circle grant has been profoundly misunderstood; and the constant aim of one district officer after another seems to have been to reduce the standard of the circle schools to that of ordinary primaries; forgetting that the declared object of the circle grant was to create middle vernacular out of primary schools at small cost. Circle pundits were turned into inspectors of twenty schools instead of teachers of three; and when a late return was made two years ago to the old system, each pundit was still placed in charge of five or six schools. Within the last year, however, the extent of a circle has been still further limited; the circle grant has been placed under the control of the Inspector; the southern and more backward parts of the district have been largely selected as the area for its employment; and it may be confidently hoped that the system will revert to the sound conditions of former days. Meanwhile, it is useful to compare the operation of the system in the Presidency and in the Dacca Divisions. In the former, the number of primary schools in 1877 was 97, of lower vernacular schools 47, and of middle schools 10, or 154 in all, and the cost was Rs. 9,893; in 1878 the number of primary, lower, and middle vernacular schools was 29, 43, and 13 respectively, or 85 in all, and the cost was Rs. 7,445. A comparatively small reduction in expenditure has been attended by a serious reduction in the number of schools. In the Dacca Division the number of primary, lower, and middle schools in 1877 was 17, 33, and 88 respectively, or 138 in all, and the cost was Rs. [illegible] or 150 in all, and the cost was Rs. 13,666. A very slight increase in cost has been attended with a great advance in the number of schools and the class of instruction. In the Dacca circle system the cost to Government of each primary school with 28 pupils is Rs. 73 a year, or Rs. 6 a month; of each lower vernacular school with 32 pupils, the same amount; and of each middle school with 53 pupils, Rs. 118 a year, or Rs. 10 a month. The circle grant of Eastern Bengal is almost exclusively devoted to secondary education, as it was intended finally to be; some of the very best of the middle schools are circle schools; and nearly all of that class compete at the corresponding scholarship examination. In the Presidency Division, on the other hand, the results of the late system may be estimated from the fact that only four circle schools competed at the last vernacular scholarship examination, one from Nuddea, and three from Jessore.

37. I now turn to the distribution of schools aided from the primary grant. The decrease in the number of middle and the increase in that of lower vernacular schools has already been mentioned. In my annual report for 1876-77 I dwelt at length (paragraph 38) on the necessity of exercising close supervision over the apparently growing tendency to spend a share of the primary grant upon schools of secondary instruction. The Government resolution on the report enforced that view in the following words:—"It must be distinctly understood that it is not the policy of Government to convert the pathsalas into cheap middle schools; and that the success of a pathsala is to be tested, not by the proficiency of the three or four boys who go up for the scholarship examination, but by the average progress of the general body of pupils." Jessore, Moorshedabad, and Burdwan, were noticed as

PRIMARY INSTRUCTION.

the districts in which this tendency was especially conspicuous. In Burdwan a new system of administering the primary grant has led to a large decrease in the number of middle schools so aided, which are now only five. In Jessore and Moorshedabad, however, a slight increase has taken place in schools of that class; and the number in these two districts is now 61, or nearly equal to the number throughout the rest of Bengal. The explanation is that Jessore and Moorshedabad, especially the former, were the districts in which exceptionally large numbers of the old five-rupee pathsalas under trained teachers were established. The grants have been reduced, but the tradition and the standard remain; and since all these schools were established long prior to 1872, it cannot be said that the new grant has been diverted from the purposes of primary to those of middle education. In all other districts except these two the number of middle schools aided from the amalgamated primary grant is but small; the divisions of Dacca and Rajshahye, comprising between them 12 districts, have nine such schools each, while Behar, also with 12 districts, has 30. The state of vernacular education in Behar makes it a cause for congratulation that so many of its primary schools have advanced to the middle standard. Altogether I am of opinion that the warning of last year has had very full effect, though attention may usefully be recalled to it. The conditions of educational progress and of social life are so diverse that it would be impossible, or at least injurious, to lay down a strict rule that no school supported from the primary grant should aim at the middle standard.

38. The much more equal distribution throughout Bengal of the 1,300 lower vernacular schools shows that the growth of this class of schools is a natural—I might say an inevitable—development of the present spread of primary education. The Presidency and Burdwan Divisions head the list with 298 and 241 such schools; while even the backward divisions of Chota Nagpore and Orissa have 43 and 88 respectively. These schools occupy an important place in our educational system, and scholarships have been established for their encouragement; the standard is within the reach of a capable and ambitious guru; and schools of that class, unlike middle schools, are generally of too humble a position to enable them to claim a grant-in-aid, or to conform to the conditions of the grant-in-aid rules. It follows, therefore, that such schools if aided at all must be aided from the primary grant. The only question is one of degree; and I am by no means prepared to contend that with 16,000 primary schools and 1,000 middle vernacular schools throughout Bengal, there is not room for 1,500 schools of a class intermediate to these two. I repeat the opinion which I expressed last year, that no harm has yet been done by the development of the class of lower vernacular schools. At the same time inspecting officers should clearly understand that this development must be left to its natural causes, that no forcing is to be attempted, and that the sound progress of a district in primary education is to be tested only by the proportion of pupils that can read, write, and cipher.

39. The class of primary schools aided from the primary fund has increased by nearly 4,000, and the pupils in them by 64,000. In the detailed accounts of the districts which will follow, the circumstances of the increase or decrease in each case will be fully set forth. Meanwhile, the subjoined comparison of the aided primary schools in each division for two successive years will give a general idea of the localities in which the most important fluctuations have taken place:—

Division.	1876-77. Schools.	1877-78. Schools.
Presidency	1,404	1,712
Burdwan	3,626	4,925
Rajshahye	917	1,008
Dacca	1,012	1,054
Chittagong	282	229
Patna	1,383	1,337
Bhagulpore	723	494
Chota Nagpore	647	649
Orissa	1,914	4,314

PRIMARY INSTRUCTION.

The increase is practically confined to two divisions and to three districts in them. Midnapore has added nearly 500 schools to the numbers of the previous year, and Burdwan 600; while 2,300 are contributed by the single district of Cuttack. The increase of 400 schools in the Presidency and Rajshahye Divisions is met by a loss of 200 in that of Bhagulpore.

40. The following table sums up for reference the detailed statistics of all Government and aided primary schools and of all schools aided from the circle and primary funds :—

Description of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1878.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Mahomedans.	Others.	Expended from Government.	Expended from local sources.	Total expended.
									Rs. A. P.	Rs. A. P.	Rs. A. P.
Government primary ...	12	310	275	216	...	87	62	161	1,852 9 0	24 0 0	1,876 9 0
Grant-in-aid primary ...	192	4,876	4,628	3,596	880	1,534	458	1,995	7,160 7 7	12,493 15 9	19,654 7 4
CIRCLE GRANT SCHOOLS—											
Middle vernacular ...	128	5,858	5,479	4,157	3	5,264	591	...	13,169 0 8	7,135 6 9	20,304 7 5
Lower ditto	78	3,045	2,753	2,103	...	2,369	663	13	6,531 0 6	3,719 14 6	10,250 15 0
Primary ditto	50	1,712	1,526	1,410	...	1,280	431	1	3,337 9 1	2,178 2 6	5,515 11 7
Girls' ditto	6	127	116	83	...	121	6	...	393 13 5	16 12 0	410 9 5
Total ...	262	10,742	9,874	7,753	3	9,034	1,691	14	23,431 7 8	13,050 3 9	36,481 11 5
PRIMARY GRANT SCHOOLS—											
Middle vernacular	128	4,634	4,426	3,531	17	3,698	908	11	7,306 9 8	8,506 9 0	15,813 2 8
Lower ditto	1,328	45,778	43,986	34,316	97	37,546	7,844	291	63,392 13 4	58,234 8 0	1,21,627 5 4
Primary ditto	15,788	353,424	324,346	269,758	704	284,877	62,546	5,297	2,60,174 13 1	4,93,866 14 5	7,54,041 11 6
Girls' ditto	151	2,299	2,217	1,715	112	1,763	409	15	4,175 8 3	1,373 14 9	5,549 7 0
Total ...	17,395	406,135	374,975	309,320	930	327,884	71,707	5,614	3,35,049 12 4	5,61,981 14 2	8,97,031 10 6

41. In reference to the foregoing table, which is submitted with each year's report, the Government of India, in their letter No. 129, dated 29th May 1878, to the Government of Bengal, drew attention to the fact that while the number of schools for primary education and of their pupils had continued steadily to increase year after year, though the ratio of increase was smaller in 1876-77, yet the expenditure of the State in the maintenance of these schools decreased considerably in 1876-77, following a slight diminution in the year before. An explanation of this result was asked for. The explanation is easy. The following figures, continued for the year 1877-78, show the grounds on which the Government of India based their inquiry:—

Year.	Schools.	Pupils.	Expenditure Rs.
1872-73 .	8,253	205,939	1,80,592
1873-74 .	12,229	303,437	3,86,833
1874-75 .	13,145	330,024	4,42,699
1875-76 .	13,491	357,233	4,35,207
1876-77 .	13,966	360,513	3,86,784
1877-78 .	17,861	422,063	3,67,494

In order to reconcile the statement of expenditure with that given in a previous page, it is necessary to explain (1) that these figures show only the amount spent on schools existing at the close of each year, excluding the cost of schools abolished during the year, which amounted to Rs. 31,000 in 1876-77 and to Rs. 21,000 in 1877-78; (2) that the cost of Government and grant-in-aid primary schools, and of girls' schools aided from the circle and primary grants, is included in the above table, while in previous statements they have been placed under separate heads.

42. At the close of the year 1872-73 the primary system had been in operation for only six months. In the three following years it attained its full dimensions under the system then in force, which in every district of Bengal, except Midnapore, was that of fixed stipends. The increase in the number of schools and of pupils during these years shows nothing more than the natural development of a soundly established system of popular instruction. The increase in expenditure during the last two of the three years is due to the fact that the primary grant, which was generally understood to be four lakhs for Bengal including Assam, was declared towards the end of 1873-74

PRIMARY INSTRUCTION.

to be Rs. 4,83,000 for Bengal only. In 1876-77 other changes came in. The financial position of the Government at the beginning of that year rendered it necessary to make considerable reductions in the departmental grant. The allotment for primary education was reduced to Rs. 4,00,000, and subsequently to Rs. 3,75,000. In order to meet these reductions, district officers were compelled to resort to various schemes. In the majority of cases, grants were reduced in some schools and withdrawn from others, and in this way 1,200 schools were removed from the returns. But in a few districts the Magistrates endeavoured to meet the difficulty by introducing, in a more or less modified form, the Midnapore system of payment by results. That system had manifested from the beginning a remarkable power of expansion, and in this very year of retrenchment it added more than 300 schools to the district list. Balasore adopted the same system, with conspicuous success as regards numerical results, for it increased the number of its aided or registered schools by 1,250. Thus it resulted that in 1876-77, though there was a large decrease in the gross expenditure on primary schools, the total number of schools shewed no diminution, but even a certain increase. The same causes have been at work during 1877-78. In a previous paragraph I have pointed to the chief source of the increase. The system of payment-by-results has been largely and rapidly developed, and in one shape or another is now in force in nearly half the districts of Bengal. A district grant that will maintain 200 schools on the stipendiary system will be sufficient to aid 500 or 1,000 schools on a system of rewards after examination. Further, not only may the schools whose teachers receive stipends or rewards find a place in the returns, but these returns may still further be swelled by the inclusion of all schools that register themselves for examination, or that furnish returns on condition of receiving a trifling yearly fee. Thus in the last year the district of Cuttack has added 2,300 schools, which are clearly not 'stipendiary' or 'rewarded' pathsalas, but merely 'registered' pathsalas. In other districts, as before stated, such pathsalas are classed as unaided, and consequently, in the first great development of the new system of administration, some confusion is caused. The form of returns to be prescribed in future years will remove this source of confusion.

43. In the following paragraphs a detailed account is given of the mode of administration of the primary grant throughout Bengal, and of the chief changes which have taken place during the past year. In my last annual report on public instruction my views on the position and functions of the aided pathsalas were expressed at length, and were generally approved by Government. In brief, they were as follows:—

(1) That throughout the country there is an 'outer circle' of indigenous pathsalas, within which lies the 'inner circle' of the aided pathsalas.

(2) That the margin between the inner and the outer circle is greater or less in different parts of the country, but that right up to the limits of the outer circle the spread of popular education is possible.

(3) That the question of extending education beyond that outer circle has no practical interest for the present generation.

(4) That the difference between the indigenous pathsalas and those which Government has taken in hand is mainly the difference between a technical and a liberal education; and that it is by liberalising to some extent the education imparted in the indigenous pathsalas, without removing their technical character, that we make them available for elementary popular education.

These principles may be kept in view in considering the systems of education in different districts. It should be added that the materials at my command do not enable me completely to separate, for each district, the primary schools that are aided from the primary grant from circle or other aided primaries. This fact will cause slight numerical discrepancies; but since the primary schools of the former class are in all districts by far the most numerous, the figures will not prevent us from gaining a fairly accurate view of the general progress of primary education.

PRIMARY INSTRUCTION.

44. 24-*Pergunnahs.*—Population, 2,210,000; primary grant, Rs. 12,000; expenditure from that grant, Rs. 11,005, of which Rs. 979 have been spent on one middle and 23 lower vernacular schools. Aided primaries have decreased from 654, with 23,315 pupils, to 616 with 21,860 pupils. Unaided primary schools are 306. The cause of the decrease in aided primary schools is explained by the partial abolition of the system of fixed grants, and the introduction in its stead of that of payment-by-results. The change was regarded with suspicion by the gurus, who gained the belief that Government no longer intended to aid them, and in many cases betook themselves to other callings. The present system of aid has now been in force for more than a year. It combines the two methods of fixed payment and payment-by-results. A village schoolmaster who holds a normal school certificate, or who has passed the middle or lower scholarship examination, is called a certificated teacher, and is eligible for a fixed grant. Pathsalas not receiving fixed grants may be registered as 'open to inspection;' and the teachers will be rewarded on the results of the examination of their pupils by fixed standards. The standards are four, and a boy can gain for his teacher one, two, three, or four annas a quarter by passing in the first, second, third, or fourth standard in reading or arithmetic, with half the above rates for writing. There are also rewards for attendance. This method differs from that of Midnapore in that (1) the examination is held quarterly instead of yearly, and (2) is held by the Sub-Inspector *in situ*, instead of at common centres. Both these points of difference are perhaps open to objection. No great progress is discernible in a school from quarter to quarter, and much of the labour of examination is thrown away. It may also be added that a quarterly payment bears so close a resemblance to a monthly stipend, that a pathsala so aided is still regarded as a Government institution, and not as a school belonging to the villagers. It has, indeed, been urged, in opposition to a proposal which was made to hold the examinations half-yearly instead of quarterly, that these long intervals of payment are likely to act prejudicially on the gurus, causing many schools to die out for want of timely nourishment. I regard this opinion as involving an unsound view of the object of Government aid. If a pathsala dies out and is not soon replaced, the absence of an effective desire felt by the people for education of any kind seems to show that the place lies outside of even the 'outer circle' of education, and that we have no present concern with it. It is not our business, except in the most backward tracts and amongst partly civilized races, to maintain a school, unless a rudimentary school of some kind would be kept up by independent effort. Our business is to take the indigenous schools of the country, and to gradually improve them. We can best improve them, not by turning them into Government schools, but by insisting on their character as village institutions and by offering rewards to those which consent to add some elements of the liberal education which we desire to introduce, to the useful though narrow training which has given them their chief value in the eyes of successive generations. It follows that the Government grant to a pathsala must not be regarded as its chief means of support, but rather as a reward, supplementary and quite subordinate to its other sources of income within the village. The amount of Government aid will be measured by the degree in which the pathsala accepts the Government standards; and in many instances those standards will undoubtedly dominate the whole course of instruction, will bring the pathsala within the range of competition for primary scholarships, or may even finally raise it, should there be a strong desire for education of this kind, to the class of lower vernacular schools. But throughout these changes, its character as a village school should not be lost sight of; and so long as it remains within the sphere of primary education, it is important to remember that competition for the primary scholarship does not destroy its original character. The standard for that scholarship, besides the reading of books and general elementary arithmetic, includes also those subjects of instruction which the people chiefly prize, namely, the rules of calculation of the bazar and the cutcherry, and the art of composing formal epistles and business documents.

45. As regards the second point in which the system in this district differs from that of Midnapore, namely, in holding the examinations *in situ*, the declared object of this method was that every boy in each school should be examined. The object, if it could be attained, is a valuable one; but with

the necessarily limited staff of inspecting officers in the district, its attainment is a very doubtful matter. Sub-Inspectors complain that the schools are so numerous that they cannot examine all of them in each quarter; though it might be possible to overcome this difficulty by the simple device of examining two or three neighbouring schools together. Still, the system of private examinations loses the stimulus which public competition supplies; and the difficulty of securing exactness of standard among a series of isolated examinations seems likely to lead to charges of partiality and unfairness which it would be as impossible to substantiate as to rebut.

46. *Nuddea.*—Population, 1,813,000; primary grant, Rs. 18,000; expenditure from that grant, Rs. 17,737, of which Rs. 5,282 have been spent on 102 lower vernacular schools. Aided primaries have increased from 338, with 10,332 pupils, to 496 with 14,591 pupils. Unaided primary schools are 71; but the list is very imperfect. The Magistrate gave orders for the collection of the returns of unaided schools through the police; but the information could not be supplied before the 31st March. The increase of 158 in the number of aided schools has been effected in the following way. The system of fixed grants is in full force in this district, with an average yearly grant of about Rs. 30 to each pathsala; but the Magistrate also set aside a sum of Rs. 700 as rewards to pathsalas otherwise unaided; and some 130 have thus been brought on the aided list at a cost of Rs. 5 each.

47. *Jessore.*—Population, 2,075,000; primary grant, Rs. 16,000; expenditure therefrom Rs. 19,365, of which Rs. 7,624 have been spent on 38 middle and 92 lower vernacular schools. The primary grant seems to have been exceeded year after year in this district; in the previous year the expenditure exceeded Rs. 20,000. The number of aided primaries has increased from 288, with 9,424 pupils to 300, with 9,378 pupils. Unaided schools are 262. Hitherto the stipendiary system has prevailed; but the Magistrate has now determined to introduce the reward system, at first in selected tracts, and afterwards throughout the district.

48. *Moorshedabad.*—Population, 1,354,000; primary grant, Rs. 11,856; expenditure, Rs. 10,968, of which Rs. 4,758 have been spent on 23 middle and 81 lower vernacular schools. Aided primaries have increased from 254, with 6,220 pupils to 321, with 7,386 pupils. Unaided schools, returned as 92 in the previous year, have fallen to 19. It has always been maintained that there is no very extensive system of indigenous primary education in Moorshedabad, a district in which the villages are small and scattered. This opinion seems to derive support from the foregoing figures.

The system of payment-by-results has been introduced into the district by Mr. Hodgkinson during the year. Of the 254 schools of the last year, nine and seven have been raised to the lower and middle classes respectively; three have been transferred to Beerbhoom owing to the re-arrangement of boundaries; and 89 have been abolished, some in order to set free funds for the introduction of the new system, and some for failing to show progress. The loss is made up by the accession of 175 indigenous pathsalas under the system of payment-by-results, out of a total number of 243 returned by the police in the previous year. There seems, therefore, to be a margin of only some 70 pathsalas between the 'inner' and the 'outer' circles of instruction. The scheme is essentially that of Midnapore. The examinations are held in October and November at each thana by the Sub-Inspector aided by a sub-committee of the leading residents, who may choose one of the gurus of the thana to be their Secretary. There are two standards of examination—the higher being nearly that of the primary scholarship standard, and the lower being confined to writing on palm-leaves or slates, and native arithmetic. The rewards given to gurus are Rs. 2 for furnishing returns and Re. 1 for each boy passing by the higher, and eight annas by the lower standard. Those candidates who pass best by the higher standard are allowed to compete subsequently for primary scholarships.

The total Government cost for each pathsala, inclusive of all charges, was Rs. 9-12. Much interest is said to have been evinced by the sub-committees, the teachers, and the pupils. The standards set were somewhat low, in order to afford encouragement at the outset of the scheme.

PRIMARY INSTRUCTION.

49. BURDWAN DIVISION.—The Inspector notices that Sir George Campbell, in sanctioning a grant of four lakhs for primary education in 1872, expressed a hope that the District Magistrates, with the funds placed at their disposal, would succeed in establishing 6,000 primary schools. In the division of Burdwan alone 5,871 pathsalas, or nearly the whole of that number, have been brought under some sort of organisation at a cost of about one-fifth of Sir George Campbell's grant.

50. *Burdwan.*—Population, 2,035,000; primary grant, Rs. 22,000; expenditure therefrom, Rs. 21,130, of which Rs. 7,278 have been spent on 123 lower and 5 middle schools. Aided primaries have advanced from 451 with 15,153 pupils to 1,044 with 31,917 pupils. Unaided schools are returned as 24 only, including tols and maktabs. Mr. Larminie has introduced into Burdwan the system of small stipends and large rewards, which proved so successful in his hands in Bankoora. It was pointed out in the last annual report that, under the system devised by him, the proportion of pupils in organised schools in Bankoora to the total population exceeded that of any other district. To introduce this system into Burdwan was to revolutionise primary education; for Burdwan was the district, above all others, in which the pathsalas had been 'improved' to an extent which seemed seriously to impair their popular character. The obstacles to be overcome were therefore much greater in this than in other districts, though I am not aware of the precise extent to which the new system has been carried out. According to that system, primary schools are divided into three classes:—

(1) Stipendiary pathsalas, the teachers of which receive monthly stipends of one rupee each, as well as annual rewards.

(2) Rewarded pathsalas, which are under regular inspection, and get annual rewards in accordance with the results of the central examination.

(3) Registered pathsalas, in which the teachers receive one rupee each for the submission of returns.

51. After the central examinations are over, each pathsala is rated by the Magistrate at a certain sum, the points taken into account being number on the rolls, daily attendance, and success at the examination. In the case of stipendiary pathsalas, the amount already paid in the shape of monthly stipends is deducted from the total sum so gained. Hence, though the best pathsalas are selected to be stipendiary, and these therefore win the highest rewards, yet the stipend of itself gives no pecuniary advantage, except that of securing a certain sum monthly instead of at the end of the year. The Magistrate during his cold weather tour held 20 central examinations; 9,289 boys and 42 girls from 310 aided and 289 unaided pathsalas were examined by him, and prizes of books were also given. Mr. Larminie believes that at the end of the current year the district of Burdwan will show the same proportion of pupils to population as he secured in the smaller district of Bankoora. At present the number of pupils in schools of organised instruction is over 21 per 1,000; in Bankoora last year it was 26, and in Midnapore 24. The attainment of the higher rate will obviously depend upon the presence in the district of large numbers of indigenous schools to supply the materials of organisation. The Deputy Inspector believes that there are still 250 pathsalas outside the circle of aid which can be brought in, while the Assistant Inspector holds that there will be found not less than 1,000 in addition to the 1,188 already known.

52. *Bankoora.*—Population, 527,000; primary grant, Rs. 6,000; expenditure from the grant, Rs. 5,797, of which Rs. 1,135 were expended in maintaining 23 lower vernacular schools. Aided primaries have advanced from 188 with 6,021 pupils to 303 with 9,429 pupils. Unaided schools number 120. The total number of schools, aided and unaided, differs but slightly from that of the preceding year, the only difference being that many of the schools classed in the previous year as unaided (though still registered, and coming under the organisation of the district), have now, after coming up for examination, been classed as aided, that is, as rewarded pathsalas. It will be noticed that though the system in Bankoora and that in Burdwan are, as far as I can make out, precisely the same, the third class or "registered" pathsalas are returned as aided in the latter district, and as unaided in the former. The central

PRIMARY INSTRUCTION.

examinations were attended by 5,626 boys and 84 girls from 124 stipendiary and 175 rewarded pathsalas. The amount of reward at which the best stipendiary pathsala was rated was Rs. 54, and the worst Rs. 15, in each case inclusive of monthly stipends. The rewarded pathsalas received from Rs. 15 down to Rs. 3.

53. Under the head of rewarded pathsalas are 17 night schools, attended by 284 pupils, and the Deputy Inspector speaks favourably of the progress of some. These schools, however, form in general an unpromising class. Besides the fact that a man who has been hard at work all day has little force left in him for the acquisition of reading and writing, the want of teachers presents a serious obstacle to success. The only teachers that can be found are those who, like their pupils, have been at work during the day in some neighbouring school. Such conditions are not favourable to vigorous effort. Occasionally good schools of this class are noticed, as at Parodah, the junction of the Northern Bengal State Railway, and at Rampore Hat, where inducements are held out by the Railway Companies to such of their servants as learn to read and write. Night schools have been entered for many years as a separate class in the departmental returns; but their importance did not seem sufficient to warrant that distinction, and they have now been merged in the general body of primary schools.

54. *Beerbhoom.*—Population, 696,000; primary grant, Rs. 5,144; expenditure from the grant, Rs. 5,098, of which Rs. 1,584 were expended on 28 lower vernacular schools. Aided primaries have advanced from 182 with 5,606 pupils to 245 with 7,082. Unaided schools number 122; but the Magistrate and the Inspector agree in thinking that these figures afford no measure of the truth. Of the 246 aided pathsalas, 151 enjoyed stipends of about Rs. 20 a year each, and the other 94 furnished returns and received rewards averaging Rs. 6-4, three-sevenths of which were paid from the Paikpara subsidy of Rs. 275 a year.

55. *Midnapore.*—Population, 2,545,000; primary grant, Rs. 27,000; expended, Rs. 26,466, of which Rs. 2,912 were spent on 11 middle and 43 lower vernacular schools. Aided primaries have risen from 2,571 with 51,532 pupils to 3,046 with 59,849 pupils. There are 553 unaided pathsalas, which furnished returns; besides 76 more which sent up candidates to the examinations, but furnished no returns. Midnapore has now regained its position at the head of the list as regards the proportion of pupils to population in all schools coming under the cognisance, more or less effective, of the department; the numerical ratio per thousand being for Midnapore 28·75, and for Balasore and Bankoora, which most nearly approach it, 27·79 and 27·15 respectively.

56. The annual examinations were held at 122 sub-centres, and were attended by 19,298 candidates, or one-third of the total number of pupils in the registered schools. In the previous year 16,355 pupils competed. Steady progress is shown in every branch of the examination with the exception of arithmetic, from which subject the introduction of printed books is said to be diverting the attention of both pupils and gurus. Of the 3,039 pathsalas examined, 30 teach up to Charupath, Part I, 1,530 up to Bodhoday, 364 up to Sishushikha, 557 up to the first and second spelling books, and 558 use no school-books. It was stated in my report for last year that the best of the pathsalas in Midnapore were as well attended and as far advanced as those of Hooghly or Burdwan. Two points of objection were then raised to the actual operation of the scheme in Midnapore; the first, that the most advanced regions of the district, like the most advanced pathsalas, were yearly getting a larger and larger share of the primary grant; the second, that the attention given to primary re-acted unfavourably on middle education. On the first of these points the Inspector does not touch. With regard to the second he declares that middle vernacular schools have declined more markedly than elsewhere in Midnapore and Bankoora.

57. *Hooghly*—Population, 757,000; primary grant, Rs. 5,559; expenditure, Rs. 5,151, of which Rs. 897 have been spent on 17 lower vernacular schools. Aided primaries have advanced from 159 to 302, with 7,538 pupils. Unaided schools number 63, including tols. The large increase in aided schools has been brought about by the introduction of payment by results. The district has been divided into 20 circles of approximately equal size, and each circle placed under an examining committee appointed by the Magistrate. Equal grants from the

PRIMARY INSTRUCTION.

district assignment are made to all the circles, and after examinations have been held at selected centres by the committees with the aid of the inspecting officers, the best boys are paid at the rate of 8 annas each, and also earn Rs. 2 for their guru. Tiffin money and ferry charges are also paid. An annual fee of one rupee is also given to every guru who furnishes short returns. The system has the great merit of simplicity. It came into force only in January last, when 1,213 boys from 180 pathsalas attended for examination. The total sum expended was Rs. 1,562, from which I infer that some 510 boys earned rewards for themselves and their teachers. The standard of examination is intentionally kept low.

58. *Howrah.*—Population, 731,000; primary grant, Rs. 3,441; expenditure, Rs. 2,284, of which Rs. 540 have been spent on 1 middle and 7 lower vernacular schools. Aided primaries have declined from 73 to 48 with 1,809 pupils. No unaided schools are returned, a fact which seems to point to want of vigilance on the part of the Deputy and the Sub-Inspectors, about whose supineness complaints have reached me. The decrease in the number of aided schools has been caused by the withdrawal of 25 grants, in order to form a reward fund for the introduction of the Hooghly system of payments. Examinations on this system were held at 13 centres, and were attended by 1,339 candidates from 188 aided and unaided pathsalas, of whom 592 passed and gained rewards of 8 annas for themselves and Rs. 2 for their gurus. The new scheme is said to have caused a great stir among all the pathsalas of the district, and Mr. Wace is anxious to push the system further during the current year. Mr. Pellew is of opinion that primary schools are least numerous, in proportion to the population, in Hooghly and Howrah, where they have been stifled by, or developed into, schools of a higher class.

59. RAJSHAHYE DIVISION.—In the report for the previous year it was stated that no system of payment by results had been adopted in this division. During the year last past that system has been tried in three districts of the division, in one of which it is said to have been a success, in another a failure, and in the third it is at present an experiment. In the first case, however, it is very doubtful whether the system can be called one of payment by results.

60. *Dinagepore.*—Population, 1,502,000; primary grant, Rs. 14,000; expenditure, Rs. 8,661, of which Rs. 409 have been spent in aiding one middle and 8 lower schools. Aided primaries have advanced from 190 with 4,549 pupils to 275 with 6,096 pupils. Unaided schools are 32; but the Deputy Inspector thinks that little pains were taken to collect returns from this class of schools. A system of payment-by-results has been introduced into two circles of this district as an experiment. According to this scheme a guru will receive a fixed stipend up to Rs. 2 month, at the rate of 8 annas for every five boys in average attendance. He will also receive rewards ranging from 4 annas to one rupee for each boy who, at the central quarterly examinations, shows proficiency in one or other of four standards, the highest of which comprises Charupath, Part I; letters, bonds, pottahs, and kabuliyats; and arithmetic up to rule of three, with zemindari and mahajani accounts. Double these rates are given for girls. Only one examination has yet been held, attended by 197 pupils from 15 pathsalas. The scheme is quite in its infancy, but the Magistrate speaks hopefully of its success. The weakest part of it seems to be that which regulates the fixed stipends by the average attendance, a matter always difficult to determine. Some useful particulars are given of the gurus and pupils. Of 284 gurus 203 belong to the villages in which they teach, and live within two miles of them. Printed books are taught in 140 pathsalas, or rather more than half. Classifying the pupils according to the five standards described in paragraph 15 of the last annual report, 2,674 are said to be in the 1st, 1,606 in the 2nd, 1,424 in the 3rd, 498 in the 4th, and 144 in the 5th.

61. *Rajshahye.*—Population, 1,311,000; primary grant, Rs. 12,000; expenditure, Rs. 9,739, of which Rs. 1,229 were spent on 3 middle and 20 lower schools. Aided primaries have advanced from 178 with 5,483 pupils to 241 with 6,895 pupils. Dearness of living is said to have driven many schoolboys to work in silk factories, a rising industry. Unaided schools are returned as 15. The increase in aided schools is really less than the above figures show, since 13 returned last year as intermediate are now classed as primary. According to the system in this district there are four classes of stipends, of Rs. 5, Rs. 4, Rs. 3, and Rs. 2-8 respectively. The stipends are adjusted twice a year on the result of the inspection and examination of the

previous six months. There appears, however, to be no public examination; and the system, though called a system of payment-by-results, is really one of classification; the class of each pathsala being determined at his half-yearly visits by the Sub-Inspector, who makes the best estimate he can of its deserts and its progress relatively to others. The Deputy Inspector says that the scheme is partly taken from the Midnapore scheme, to which it seems to bear no resemblance whatever. But success is claimed for it, since 53 schools and 1,098 scholars have been added to the list under its operation.

62. *Rungpore.*—Population, 2,150,000; primary grant, Rs. 16,800; expenditure, Rs. 7,488, of which Rs. 186 have been expended on seven lower vernacular schools. Aided primaries, which in 1876 numbered 475, have further declined during the year under report from 283 with 6,398 pupils to 221 with 5,145 pupils. Unaided schools are eight against 11 of the previous year. The introduction into this district of the system of payment by results has been attended with failure. The system is as follows:—Grants to pathsalas range from Rs. 2 a month to Re. 1 a quarter, the higher grants being assigned to the more backward sub-divisions, and the lower being set aside for aiding new pathsalas. Quarterly examinations, partly conducted by resident sub-committees, are held at fixed centres, at which a boy may earn two annas for reading, two annas for writing, four annas for arithmetic, eight annas for bazar and land accounts, and one rupee for mensuration. No allowance is made for night schools, and the allowance for girls is double that for boys. The results of the introduction of the system are that the night schools have disappeared, girls' classes are six against 20 of the previous year, day schools have decreased by 69 and pupils by 1,158, and seven new schools have been opened. The failure is ascribed entirely to the new system; the smallness of the fixed stipends, the uncertain amount of the rewards, and the fear of obtaining no equivalent income from local sources, are said to have driven away the old gurus and to have deterred new ones from opening pathsalas. These facts suggest serious reflections, for they furnish the only considerable argument that the history of the year can bring against the system of payment by results. It may be a question whether Rungpore is yet advanced enough for such an experiment; but this I should not, previous to experience, have considered doubtful. The fixed stipends are certainly high enough, compared with other districts in which the system has been introduced. The uncertain amount of the rewards to be earned is, of course, an essential feature of the system, and supplies no reason for its failure in Rungpore. The difficulty of making up their total income to its customary amount seems to be the motive which has chiefly influenced the gurus: and in this point of view I would suggest two considerations. I have already pointed out that a quarterly reward bears so close a resemblance to a monthly stipend that a pathsala so aided is still regarded by the villagers as a Government institution. This seems to have been the case in Rungpore. The Inspector deprecates the quarterly system on the ground that the gurus complain of being kept so long out of "that which *is* their pay, whatever it may be called." It is our object to enforce the view that it is not their pay, but something supplementary to their pay; and the longer the interval between one reward and another, the more likely will the guru be to look for his maintenance, as of old, to the people, and the more ready will the people be to accept that position. This, of course, proceeds on the assumption that wherever there is a pathsala under our system there would also have been a school of some sort independently maintained. In the second place, an incidental remark made by the Inspector throws further light on the causes of failure. The rewards for the last quarter of 1877-78 had not been paid on the 20th May. It has been proved to demonstration that prompt and immediate payment is absolutely essential to the success of this scheme.

63. *Bogra.*—Population, 689,000; primary grant, Rs. 3,000; expenditure, Rs. 2,694, of which Rs. 525 have been spent on 11 lower vernacular schools. Aided primaries have declined from 68 with 1,651 pupils to 56 with 1,633 pupils. Unaided schools are eight. The system of the previous year has been abandoned as a failure. It consisted in giving the guru two annas a month for each regular pupil Regularity of attendance could only be determined by the guru's registers, on which it was soon found that little reliance could, under this system, be placed. At present a guru with a vernacular scholarship certificate gets a stipend of Rs. 4 a month; all others get Rs. 3.

PRIMARY INSTRUCTION.

64. *Pubna.*—Population, 1,212,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 7,589, of which Rs. 2,695 have been spent on five middle and 49 lower vernacular schools. Pubna was one of the districts in which the old system of improved pathsalas was most largely introduced; its effects are conspicuous at the present time, and distinguish Pubna among all the districts of this division. Aided primary schools are 133, as in the previous year; the number of pupils has slightly fallen off from 4,209 to 4,171. Unaided schools number 53 against 16 in the previous year; these are said to have been newly opened in the hope of getting Government aid. An elaborate system of rules has been circulated by the Magistrate for the management and the daily work of pathsalas.. No information is given about the system of payment, but the Sub-Inspectors are required to impress on the gurus that what they receive from Government is not pay but reward.

65. *Darjeeling.*—Population, 95,000; primary grant, Rs. 1,200; expenditure, Rs 2,702, much of which is paid from the grant-in-aid fund, and all on primary schools. These schools have declined from 36 with 797 pupils to 26 with 658 pupils. There are no unaided schools. Of the primary schools, 20 are maintained by Mr. Macfarlane of the Scotch Mission, to whom a portion of the primary grant has been made over in addition to the grant-in-aid which the Mission enjoys; all these schools are in the hills. Two have been closed during the year in consequence of the small attendance. Mr. Macfarlane has resolved to open or to maintain no schools unless there is an evident desire for them. To test that desire he now requires that in villages the villagers should, before a school is started, provide a house both for the school and for the teacher, and that in tea gardens a subscription should be paid as well. But he is beginning to despair of success in his garden schools, where every child is in demand for plucking leaf. There were 80 girls among the pupils. Lepcha is no longer taught in any school. At Kalimpoong Tibetan is taught. Hindi is the language of all the rest, two-thirds of the pupils being Hindoos of Nepàul, and romanised Urdu has been discontinued in all except the station school. Little or nothing but reading, writing, and the elements of arithmetic is attempted, since, as soon as these are mastered, the boys seek employment in which they may utilise what they have learnt. Two hundred and ten boys and 20 girls can read and write.

The schools in the Terai have fallen from 14 to 6, but the cause of this decrease is not stated. Whether a school is bad or good, the guru gets a fixed stipend of Rs. 5 a month.

66. *Julpigoree.*—Population, 419,000; primary grant Rs. 4,000; expenditure, Rs. 2,575. There are two intermediate schools costing Rs. 47. Aided primaries have advanced from 61 with 1,098 pupils to 63 with 1,165 pupils. Unaided schools number 34. A system of high fixed grants prevails in this district; the amount of the grant being determined not by the efficiency of the school, but by the healthiness and accessibility of the place. A new scheme is, however, proposed, according to which pathsalas will be ranked and paid according to efficiency and local disadvantages combined; the stipend for a first grade school in the northern and eastern (that is the unhealthy and distant) tracts being fixed at Rs. 10, and for a third grade school in the western tract at Rs. 3. The circumstances of this district, like those of Darjeeling, are quite exceptional.

67. Dacca Division.—Except in Backergunge the system of aiding primary schools throughout this division is that of 'visitation' results rather than 'examination' results; much the same as in the Rajshahye district. The stipend of the guru is raised, lowered, or kept at its former rates according to the report of the Sub-Inspector on his periodical visits.

68. *Dacca.*—Population, 1,853,000; primary grant, Rs. 10,000; expenditure, Rs. 8,462, of which Rs. 419 have been laid out on one middle and 11 lower schools. Aided primaries have declined from 210 with 6,686 pupils to 200 with 6,484 pupils. Unaided schools are returned to the number of 166 against 191 of the previous year. The Inspector attributes the loss to the closing of schools that were opened in expectation of Government aid. All this shows how little encouragement is needed to bring schools into existence in a district like Dacca, and how fine a field is thus presented for the extension of primary education on a liberal basis. The area of Government influence

has been, however, narrowed rather than extended; and the efforts of the local officers seem to have been directed to "weeding out incompetent gurus," that is, depriving of stipends those who fall short of a somewhat high standard, rather than to bringing under the influence of the Government system the large number of indigenous schools that are apparently quite ready to qualify themselves for Government support. Under the present system the aided schools in the Dacca district are probably surpassed by none in any part of the country. What seems now to be most needed is some scheme for fostering and liberalising the indigenous schools of the country, between which and the aided schools a gulf is fixed that grows wider year by year. The practice of paying a rupee for an annual return, even without any examination of pupils, has this advantage, that it helps *pro tanto* to bring schools into existence, or at least to preserve them; that it forces them upon the notice of the inspecting officers, who therefore cannot help learning the extent and character of the 'outer circle;' and that it finally makes it an easy matter to introduce a system of payment by results in strict accordance with the merits of the pathsalas and the proficiency of the pupils, the goal to which by whatever road all our efforts should tend. It is sometimes alleged that the character of the country in Eastern Bengal, which is traditionally described as "a net-work of khals," is fatal to central examinations on a large scale. I think this difficulty may be overrated; and there are, at any rate, certain parts of Eastern Bengal in which it has small weight.

PRIMARY INSTRUCTION.

69. *Furreedpore.*—Population, 1,512,000; primary grant, Rs. 8,000; expenditure, Rs. 7,821, of which Rs. 1,426 were spent on two middle and 28 lower schools. Aided primaries have advanced from 210 with 7,002 pupils to 221 with 7,230 pupils. Only 17 unaided schools are returned; the year before there were 81. The decrease in this instance is said to be due to the high price of food and the prevalence of sickness, but the remarks just made with regard to Dacca may still have more or less application to Furreedpore. Constant exertions are made to bring down the rate of stipends to the lowest limit, and to lay upon the villagers the chief responsibility for the support of the pathsalas.

70. *Backergunge.*—Population, 1,878,000; primary grant, Rs. 10,000; expenditure, Rs. 8,085, of which Rs. 1,814 have been spent upon four middle and 39 lower schools. Aided primaries have advanced from 165 with 5,046 pupils to 206 with 6,821 pupils. Unaided schools number 187. In this district "the Midnapore system of centre and sub-centre examinations has been introduced." No further account of the system is given except that it has found favour with the people of the district and has worked well. The classification of pathsalas by grades appears still to be in force, even though stipends have been withdrawn; and it is satisfactory to find that the number of pathsalas in the three highest grades has advanced from 56 to 68, those in the fourth grade having also advanced from 146 to 182.

71. *Mymensingh.*—Population, 2,350,000; primary grant, Rs. 11,000; expenditure, Rs. 11,781, of which Rs. 1,959 have been spent on 42 lower vernacular schools. Aided primaries have declined from 247 with 6,091 pupils to 204 with 5,811 pupils. Unaided schools are 49. In the report for the previous year they were returned as 23, and the Inspector reported that all or nearly all of them had been opened in the expectation of a grant, and that three-fourths of them would be closed if no grant was given. There is, I suspect, more vitality in these pathsalas than is often supposed, or at any rate there are very active causes at work in bringing them into being. A little timely encouragement afforded to these, and to the as yet undiscovered members of their class, would not be altogether thrown away.

72. *Tipperah.*—Population, 1,534,000; primary grant, Rs. 8,000; expenditure, Rs. 7,356, of which Rs. 1,498 were spent in aiding two middle and 42 lower schools. Aided primaries have increased from 197 with 5,784 pupils to 241 with 6,838 pupils. Unaided schools have also increased from 64 to 87. The classification of pathsalas and their teachers has been vigorously carried on, with the result of "weeding out" the least competent gurus; and it is now said that two-thirds of the teachers are competent. The system in force is that of fixed stipends, re-adjusted quarterly on the result of the Sub-Inspector's visit and examination; the grant ranges from eight annas to Rs. 4 a month.

PRIMARY INSTRUCTION.

73. CHITTAGONG DIVISION.—According to the Inspector's report, the division has not yet fully recovered from the effects of the calamity of October 1876. "Where the population was dense, it is still thin and scattered," and such conditions are not favourable to the spread of education.

74. *Chittagong.*—Population, 1,227,000; primary grant, Rs. 6,000; expenditure, Rs. 4,188, of which Rs. 867 have been spent on 24 lower vernacular schools. Aided primaries show a slight increase from 117 with 3,659 pupils to 118 with 3,840 pupils. Unaided schools are returned as 31 only, including 26 *kyoungs* with 378 pupils in the Cox's Bazar sub-division, which were entered last year in the returns of the Hill Tracts, but are now returned as belonging to Chittagong district. The Inspector treats the decrease in the recorded number of unaided schools from 17 to 5 as a real loss explicable by various causes; but Chittagong abounds in such schools, of which many hundreds have been actually counted. The present state of primary education in this district is unsatisfactory; it is alleged that competent gurus cannot be obtained, owing to the reduction in the primary grant, coupled with the distress that has prevailed. Yet the permanent economical conditions of the district are very favourable to progress, and only two years ago Chittagong occupied a very high rank in regard to primary education. The system then introduced promised to infuse new life into the body of unaided schools; but I gather that that reform has been abandoned, and that the old system of high fixed stipends has been restored.

No information is given in the report about the progress of monastic schools, or of the efforts which have been made to introduce the reward-system borrowed from Burmah.

75. *Noakholly.*—Population, 714,000; primary grant, Rs. 5,000; expenditure, Rs. 4,781, of which Rs. 1,228 were spent on 29 lower vernacular schools. Aided primaries have declined from 167 with 3,936 pupils to 114 with 3,463 pupils. Unaided schools are 39. The loss in aided schools is partly caused by the transfer of 20 to the lower and one to the middle vernacular classes, but over 30 were abolished for want of funds. The Inspector's report does not make it clear whether this reduction was effected in order to increase the amount set aside for rewarding unaided schools. Such schools have been counted by hundreds in this district as in Chittagong, though no method of registering them appears to have been devised. The system of aid in force in Noakholly is simple and compact: the district is divided into a number of circles, in each of which a guru of an aided pathsala is selected as head guru of the circle, with the duty of supervising and assisting the other schools of the group, aided and unaided. For this work he gets a reward of one rupee for every boy in his circle who passes the primary scholarship examination. Supplementary to the system of supervision is that of quarterly rewards after examination; but a sum of only Rs. 165 was disbursed in this manner during the past year.

76. *Chittagong Hill Tracts.*—Population, 70,000; primary grant, Rs. 1,600, of which Rs. 539 were expended; the pay of the kyoung examiner (Rs. 300) is included in this sum. Primary education is imparted in three aided pathsalas and two kyoungs. The number of pathsalas remains unchanged, but the pupils have fallen from 25 to 14. Of 37 kyoung pupils, three passed in the first standard of language; none passed in the second standard or in arithmetic. A sum of Rs. 9 only was paid in rewards to the *raolis* and their pupils.

77. PATNA DIVISION.—The event of chief importance connected with primary education in this division has been the attempt, more or less successfully carried out in different districts, to collect statistics of unaided schools. This was effected by holding central examinations of aided and unaided pathsalas, when such information was collected about the latter as enabled the inspecting officers to include them subsequently in the returns. Writing of the schools thus brought under notice, the Inspector describes them as "the indigenous pathsalas working from time immemorial in the country, working almost always weakly and often fitfully, but working undoubtedly to some purpose, and always ready to supply to the Department of Public Instruction materials fit for organization and development." Thus the first steps have been taken to extend the limits of the 'inner' to the 'outer' circle of instruction. The extension to the western districts of Behar of the system which Babu Bhoodeb Mookerjea has already introduced into the Bhagulpore division will, if carried out, mark another great advance in this direction. Further,

efforts are being made not only to bring the indigenous pathsalas of Behar within the range of Government influence, but also to liberalise the education imparted in them. The Oudh Primer, printed in the Kaithi character, has been extensively circulated among the pathsalas to the number of 5,000. The Nagri translation of the Bengali text-book "Bodhoday," which was made in 1875, has also been transliterated into Kaithi for the use of the pathsalas. An edition of 5,000 copies has just been purchased at six pice each. It was pointed out in the last annual report that the gulf between the aided and the unaided pathsalas was wider in Behar than in Bengal, because the written and the printed characters used in the schools of the former province were entirely distinct. A pathsala familiar only with Kaithi could not by any easy transition take to the Nagri primers of our aided schools. To have these primers printed in Kaithi is to bridge the gulf. PRIMARY INSTRUCTION.

78. *Patna.*—Population, 1,560,000; primary grant, Rs. 8,000; expenditure, Rs. 7,956, of which Rs. 1,909 were spent in aiding eight middle and 33 lower schools. Aided primaries have declined from 206 to 200; but the number of pupils has advanced from 5,565 to 5,839. Unaided schools are returned to the number of 540. These have furnished returns in the hope of some payment being hereafter made to them. They are chiefly from the sudder sub-division, and the Deputy Inspector believes that had the other Sub-Inspectors exerted themselves, the number returned would have exceeded 1,000. The aided pathsalas throughout Behar have been for two or three years carefully classified: in Patna there are 64 in class A (the highest), 65 in class B, and 71 in class C. In the previous year there were 60 in A, and 73 in B.

79. *Gya.*—Population, 1,950,000; primary grant, Rs. 10,000; expenditure, Rs. 9,220, of which Rs. 2,220 have been spent on three middle and 40 lower schools. Aided primaries have declined from 208, with 5,246 pupils to 200, with 4,716 pupils. Unaided schools number 463, against none returned for the previous year. The cause of the large decrease in aided schools is not explained; but the Inspector says that the pathsalas of Gya are decidedly better taught than those of any other district in the Patna division.

80. *Shahabad.*—Population, 1,724,000; primary grant, Rs. 9,000; expenditure, Rs. 8,608, of which Rs. 1,586 were spent upon two middle and 28 lower schools. Aided primaries have declined from 154, with 3,274 pupils to 140, with 3,051 pupils. Only 64 unaided schools are returned. The registering of these schools could not be carried out owing to changes which took place in the inspecting staff at the critical moment. Babu Bhoodeb Mookerjea has himself examined more than 100 such schools; and shortly after the close of the year the Deputy Inspector collected statistics from 415, whose average income is stated to have been Rs. 66 a year. The Inspector deplores the want of encouragement and even of toleration under which the indigenous pathsalas of this district have suffered; and Mr. Edgar remarks on the conspicuous absence of Brahman and Rajput boys from these schools.

81. *Durbhunga.*—Population, 2,196,000; primary grant, Rs. 10,000; expenditure, Rs. 9,733, of which Rs. 511 have been spent on 11 lower schools. Aided primaries have declined from 224 to 220, owing to change of boundaries; but the attendance has risen from 6,209 to 6,468. Unaided schools number seven only; it is supposed that there are 500 in the district. The Inspector reports:—"Mr. MacDonnell, the Magistrate, has the primary schools well in hand. He does not, as a rule, allow transfers of pathsalas—a fact of some importance in the administration of primary schools—and he is endeavouring to gradually feel his way to a system of payments more elastic than the payment by classification has been found to be. He has been trying a system of central examinations within selected areas." The maktabs of Durbhunga have long been remarkable for their enlightenment, and for the great progress they have made in subjects of liberal instruction.

82. *Mozufferpore.*—Population, 2,188,000; primary grant, Rs. 11,000; expenditure, Rs. 10,064, of which Rs. 1,688 have been spent on 34 lower vernacular schools. Aided primaries have advanced from 218, with 4,838 pupils, to 223 with 5,949. Only one unaided school is returned; yet, though no arrangements could be made for collecting statistics, the Sub-Inspectors have found out 350 such schools, and there are probably many more. The large

PRIMARY INSTRUCTION.

increase of pupils in aided schools, confirming a largely increased return of private income, may be regarded as a very healthy sign.

83. *Sarun.*—Population, 2,064,000; primary grant, Rs. 10,000; expenditure, Rs. 8,148, of which Rs. 1,042 have been spent in aiding 25 lower vernacular schools. Aided primaries have declined from 219 to 214, but the number of pupils has advanced from 4,965 to 5,506. Unaided schools have been tabulated to the number of 537; but the Deputy Inspector alleges that he has discovered 1,150. The chief guru system, now at work in the Bhagulpore division, has also been introduced into Sarun, though at the close of the year. Rewards were promised to all gurus who furnished returns; but difficulties were very unfortunately raised about drawing money from the treasury for expenditure not actually incurred, and the year closed before the promise could be redeemed. The gurus have not been paid.

84. *Chumparun.*—Population, 1,441,000; primary grant, Rs. 8,000; expenditure, Rs. 7,202, of which Rs. 1,133 were spent on 19 lower vernacular schools. Aided primaries have declined from 154, with 3,976 pupils, to 140 with 3,915. Unaided schools number 36. The number of indigenous schools in this district is known to be not great, and the efforts of the inspecting officers are mainly directed to securing the permanence and the gradual improvement of those that come within our own system. The chief drawback to the pathsalas of Chumparun is their great instability.

85. BHAGULPORE DIVISION.—The chief guru system devised by Babu Bhoodeb Mookerjea for Behar, and introduced at his instance and with the cordial support of the Commissioner into all the districts of the Bhagulpore division, aims at sacrificing concentrated inspection to diffused encouragement. It effects this by withdrawing the monthly stipends from all pathsalas except those of the highest class, and constituting the savings thus made into a reward fund for the remaining pathsalas of the district. The district is thus divided into circles, as in Noakholly, each being placed under a chief guru, who is usually the guru of a stipendiary pathsala, and always the most prominent among the teachers of the circle. The chief guru is charged with the duty of communicating with all the pathsalas in his circle, of getting information from them, of teaching and inspecting them to some extent, and of paying their gurus the rewards they may have earned at the half-yearly gatherings. These gatherings are held at fixed centres and the gurus receive payment both for the submission of returns and for the success of their pupils in the examination. The Inspector reports that this system has made more or less way in every district in the division, and that in Monghyr it has been a signal success. In that district the 30 chief gurus paid in all 4,550 visits during the year to the pathsalas subordinate to them, giving an average of about six days a month spent in inspection. As tested by the results of the primary scholarship examination, the success of the new system in Monghyr can only be described as marvellous. From the results obtained in this district the Inspector predicts that the chief guru system will not only tend by rapid strides to make the inner circle of aided and the outer circle of unaided pathsalas conterminous, but will also raise the general level of pathsala instruction. In this the first year of its introduction the system has been attended by a large decrease in expenditure.

86. *Monghyr.*—Population, 1,813,000; primary grant, Rs. 10,000; expenditure, Rs. 7,191, of which Rs. 2,359 were spent in aiding 49 lower vernacular schools. Aided primaries have declined from 179, with 5,100 pupils, to 10 with 3,424. Unaided schools are 653. The primary scholarship examination, at which in the previous year only 34 candidates competed and 26 passed, was this year attended by 321 candidates from aided schools, and by 471 from unaided. Of the former class, 208 passed; of the latter, 234. I should have been glad if some further information had been supplied with regard to these startling figures. No hint has been given of any lowering of the standard of examination; but it is not easy to see how a change, whose first and most obvious aspect is a change in the mode of administering funds, can have raised the level of education and the acquirements of pupils throughout a whole district at a bound, long before the educational character of the reformation can have had its full effect. A remark made by the Inspector in his report for the previous year throws some, but by no means sufficient, light on the phenomenon: "If

examinations have a tendency to elevate the standard of schools, schools also exercise some influence in bringing down the examinations to their level." PRIMARY INSTRUCTION.

87. *Bhagulpore.*—Population, 1,826,000; primary grant, Rs. 10,000; expenditure, Rs. 8,077, of which Rs. 2,988 have been spent in aiding 17 middle and 49 lower schools. It will be noticed how large a proportion of the primary grant is devoted to secondary education in Bhagulpore and Monghyr. Aided primaries have declined from 185, with 3,420 pupils, to 114 with 2,314. Unaided schools number 494. The district has been divided into 27 circles under chief gurus. Here also a striking increase has taken place in the number of candidates for the primary scholarship examination, who were 206 against 47 of the previous year, while the number passed was 69 against 39. The Deputy Inspector does not state whether the chief gurus made any inspections.

88. *Purneah.*—Population, 1,715,000; primary grant, Rs. 8,000; expenditure, Rs. 5,800, of which Rs. 1,108 was spent on 22 lower vernacular schools. Aided primaries have declined from 150 with 3,572 pupils to 137 with 3,530; 12 of these schools having been raised to the lower vernacular class. Unaided schools are 197. The chief guru system, though not formally accepted, appears to have made some way in Purneah. The district has been divided into 36 circles, each under a chief guru, by whom the monthly attendance registers of the subordinate pathsalas are submitted to the Sub-Inspectors, who pay the gurus at fixed centres and visit the unaided pathsalas. Those elements belong to the scheme, but others equally important are wanting; "for," writes the Inspector, "not until central examinations begin to be held regularly, and the chief gurus are utilised in inspection and in selecting candidates for the primary scholarship examination, will the indigenous pathsalas of the district come under the organisation which has been intended for them." Nevertheless the number of scholarship candidates amounted to 211, of whom 161 passed. With reference to the fact that, of the 137 stipendiary pathsalas, 65 had changed their sites in the course of the year, the Inspector justly remarks that fluctuation is not confined to the indigenous pathsalas, as is often believed.

89. *Maldah.*—Population, 676,000; primary grant, Rs. 4,000; expenditure, Rs. 1,730, of which Rs. 619 were spent on 17 lower vernacular schools. Aided primaries have declined from 61 with 1,579 pupils to 20 with 576. Unaided schools are 120. The total number of registered schools in the district, aided and unaided, has decreased by 44, a result which is ascribed to sickness and high prices, and to the refusal of returns by many pathsalas from which stipends have been withdrawn. The district is divided into 20 circles under the chief guru system, and the 120 non-stipendiary pathsalas are reported as having come under organization. Most of their gurus keep registers of attendance, bring their pupils to the central examinations, and have begun to study school-books themselves under the chief guru's guidance, and to introduce them into their pathsalas. But the results for the present at least do not appear altogether satisfactory. The change of system has been carried out with such vigour that no monthly stipends remain except those of the 20 chief gurus, and it has in consequence not been found possible to spend half the primary grant of the district. It might have been better to feel the way somewhat more gradually. It may be noticed that only 22 pupils passed the primary scholarship examination. The district authorities have taken alarm, and are pressing for the appointment of an additional Sub-Inspector, and for permission to raise the pay of the chief guru up to a limit of Rs. 10 a month, so as to secure more competent men. These changes have not for the present been thought necessary. The transition from the old to the new system has been attended by some disorganization, but fair trial may be given to a scheme for which in other districts success is claimed.

90. *Sonthal Pergunnahs.*—Population, 2,259,000; primary grant, Rs. 7,000; expenditure, Rs. 5,924, of which Rs. 922 have been given to 19 lower vernacular schools. Aided primaries have declined from 182 with 4,742 pupils to 164 with 4,077 pupils. Unaided schools are 409. The district has been divided into about 50 circles; and their chief gurus have paid over 700 visits to subordinate pathsalas. The Deputy Inspector was changed in the course of the year, and only a small number of central examinations could be held. No effect upon the primary scholarship examinations is observable.

PRIMARY INSTRUCTION.

91. CHOTA NAGPORE DIVISION.—There has been a considerable increase in this division, both of schools and of pupils. The system of payment by results has been introduced into one district entirely, and in another to a more limited extent. This system, it may be repeated, finds its most congenial field of operation wherever indigenous schools abound. Where, on the contrary, the only schools are those which the primary grant has called into existence, the advantages of that system are chiefly confined to the introduction of the principle of competition. Competition, again, while it strengthens the schools that are already strong, has an opposite effect on those which are weak, and which on that account demand our special care. In this point of view I can hardly do better than quote the remarks of the experienced Deputy Inspector of Hazareebagh on the origin of the present primary schools of Chota Nagpore. His remarks are applicable to the whole division:—

"In most places the village pathsalas are old institutions, only subsidised by Government, or brought under inspection with the view of improving their status gradually and raising them to a certain standard, while more than 80 per cent. of our aided primary schools in this district are new institutions which would have never existed but for the kind help of Government. I do not mean to say by this that there were no indigenous schools in Hazareebagh before the introduction of the primary school system. Maktabs and pathsalas there were, and in pretty good numbers too, which the children of the rich and well-to-do men generally attended. The poor cultivator, however, had neither the means nor the ambition to claim any share in them. I can venture to state, from my experience of 11 years in this province, that, before the introduction of the now celebrated scheme of Sir George Campbell, one might go from village to village for many miles without meeting a man or boy who could read him a letter in Hindi. But what changes have been wrought in the short period of five years? Wherever you go now, the first thing that attracts your notice is the rural pathsala, and there is scarcely a village of average population in which you have not the institution, and in which you may not come across at least five or six lads who are able to read and write. But for the fostering care and expense of Government these would never have seen a book or worked a sum."

92. *Hazareebagh.*—Population, 772,000; primary grant, Rs. 7,000; expenditure, Rs. 6,212, of which Rs. 620 were spent on 12 lower vernacular schools. Aided primaries have declined from 164 with 3,397 pupils to 156 with 3,258. Unaided schools number 46. Of the aided primaries, six are mission schools supported from the grant-in-aid fund, 133 were in receipt of fixed stipends varying from one to five rupees a month, and 17 obtained rewards on the results of the primary scholarship examination and of another examination held at sub-centres. These 17 made very good progress, and ultimately turned out as good as those enjoying fixed stipends, at a quarter of the cost. The system was the following:—A sum of Rs. 600 having been set aside from the primary grant, independent village teachers were invited to place their schools under inspection, to keep registers, and to modify their course of instruction so as to be able to compete for rewards. The number of pathsalas thus registered amounted finally to 63. Examinations were held on fixed days in different subjects (though not in different standards) of pathsala instruction, including those of the old as well as of the new pathsalas. In all, 18 unaided schools actually presented themselves for examination, and earned rewards amounting in all to Rs. 124. Some of their pupils were also allowed to appear at the primary scholarship examination, and each boy that passed in the first, second, or third division earned Rs. 5, Rs. 4, or Rs. 3 for his teacher, and Rs. 4, Rs. 3, or Rs. 2 for himself. The amount thus earned by six gurus was Rs. 87. Aided schools were also allowed to send candidates to the sub-central examinations, and were rewarded at a lower rate. The system possesses great simplicity, and seems to be excellently suited to the special circumstances of the district.

93. *Lohardugga.*—Population, 1,237,000; primary grant, Rs. 10,000; expenditure, Rs. 7,991, including Rs. 218 spent on four lower vernacular schools. Aided primaries have declined from 218 to 216, their pupils having slightly advanced from 5,344 to 5,437. Unaided schools are 71. Of the aided primaries 30 are village schools under the Anglican Home Mission; and of the pupils in them 1,569 are Kols. There is a great want of trained gurus other than the

Christians trained in the mission, who are not very willingly received in the villages. The system in force is that of fixed stipends of Rs. 3, Rs. 4, and Rs. 5, according to class and standard taught. One-third of the pupils could read a printed primer, and understand simple sentences. In this, as in other districts of the division, the want of school-houses (an old difficulty which has gradually solved itself in more advanced parts) is still severely felt. Mr. A. C. Mangles, the Commissioner, thinks that district officers might easily overcome this difficulty, and he promises to address them on the subject.

PRIMARY INSTRUCTION.

94. *Singhboom.*—Population, 318,000; primary grant, Rs. 3,000; expenditure, Rs. 2,335, of which Rs. 270 were spent on 11 lower vernacular schools. Aided primaries are 51, as in the previous year; the pupils have declined from 2,240 to 2,177. There are two unaided schools. Of the aided primaries, 15 are maintained from the grants-in-aid given to the Anglican and Berlin Missions. Of the pupils, 1,529 were Hos, 323 Hindus, and 245 Christians; 27 of the gurus were also Hos.

95. *Manbhoom.*—Population, 996,000; primary grant, Rs. 8,000; expenditure, Rs. 7,510, of which Rs. 918 were spent on 16 lower schools. Aided primaries have advanced from 242 with 6,148 pupils to 277 with 6,743. Unaided schools are 72. The increase in the number of schools is due to the introduction of the system of payment by results. The number of stipendiary pathsalas has been reduced to 145, the rewarded pathsalas being 133. A general examination of these and other unaided schools was held at 12 centres, when 1,165 candidates attended from 147 schools, 15 of which failed to pass any of their pupils. Each of the successful gurus received an equal reward of Rs. 5, while Rs. 294 were distributed among their passed pupils. Of the 132 rewarded pathsalas, 72 had newly sprung into existence; a very favourable sign. The Inspector has no doubt of the ultimate success of the system, though the Deputy Inspector suspects that the time for doing away with the old system of monthly grants has not yet come. Meanwhile grants are steadily withdrawn from the least successful of the pathsalas.

96. ORISSA DIVISION.—The introduction of the system of payment by results into two out of the three districts of the division has led to a remarkable numerical increase in the number of aided or registered schools. "The expansion of primary education" (writes the Joint Inspector) "has reached its utmost limits as far as mere number goes; but it must be confessed that the results have been achieved by lowering the standard of instruction to a considerable degree," namely, to the level of the indigenous pathsalas of the province. What that level is may be understood from the following extract from the report of Mr. Norman, the Magistrate of Balasore:—

"The quality of instruction hitherto imparted in the indigenous schools of this district is remarkable for its badness. Children are only taught to scratch letters on palm-leaf, to read letters so scratched, and to practise a method of composition almost incredibly crude in its conception and awkward and troublesome in its use. A boy thus instructed cannot read a printed paper or even a manuscript; he cannot write out a pottah or kabuliyat, and he fails to answer the simplest question in mensuration. Primary schools, therefore, which are so numerous in this district, do not even supply a standard of instruction sufficient for the very moderate requirements of the peasant's daily life. Under these circumstances existing at present in this district, I must confess that it is to the qualitative and not to the quantitative improvement of primary instruction that I look forward with hope, and it is the former and not the latter that I consider likely to yield practical benefit to the people."

These remarks are entirely confirmed by the Joint Inspector, himself a native of Orissa, who adds that the people of that province are just as keen as those of Bengal in their appreciation of elementary learning, but have not been equally fortunate in their method of instruction. No Subhankar has arisen to systematize the technical education of the pathsalas. The chief drawback to the progress of education in Orissa, as until lately in Behar and Chota Nagpore, is the want of books of every class; a subject which has now been taken in hand.

97. *Cuttack.*—Population, 1,623,000; primary grant, Rs. 11,000; expenditure, Rs. 10,298, of which Rs. 1,131 were spent in aiding 28 lower schools. Aided or registered primaries have advanced from 261 with 5,132 pupils to

PRIMARY INSTRUCTION.

2,612 with 28,473. No unaided schools exist. The new system was introduced in November 1877, following its introduction into Balasore by a few months. The character of the two systems is so nearly alike that they can conveniently be described together. The actual present condition of pathsala instruction in Cuttack may be gathered from the following figures:—

Pathsalas that have reached the primary scholarship standard	252
Improved pathsalas using printed primers	507
Unimproved pathsalas	1,853

98. *Balasore.*—Population, 770,000; primary grant, Rs. 70,003; expenditure, Rs. 6,928, of which Rs. 1,630 have been spent on 40 lower vernacular schools. Registered primaries have advanced from 1,446 to 1,460; pupils in them have declined from 19,045 to 18,709. There are no unaided schools.

In both districts two examinations are held; the pass examination in November and December, and the primary scholarship examination in February. The rate of reward for success at the lower examination is much higher than at the pass examination, which again embraces two standards. In Balasore the separate standards carry different rewards; in Cuttack different rates are also given for separate subjects in each standard. In Cuttack rewards are paid both to teachers and pupils; in Balasore the teachers get all the rewards. In Cuttack village teachers receive a small sum annually for furnishing returns, the forms for which are made over to them at the time of the pass examination, and collected again by the Sub-Inspectors at the close of the year; in Balasore the collection of returns is left to the police, and the abadhans are paid for registers produced by themselves at the examination centres. This last method is said to be inferior to that in force in Cuttack. In both districts, a stipendiary pathsala is maintained at each thana or outpost to serve as a model to all within its range. Balasore, with an area less than two-thirds that of Cuttack, has the same number of outposts, and the same number of stipendiary pathsalas; there remains therefore a smaller proportionate sum for rewards. On the other hand, the comparative proximity of the centres to the schools increases the attendance of the pupils at the examinations. The following figures show the result of the first examinations held in the two districts:—

Name of District.	Number of competing pathsalas.	Number of pupils on the rolls of the pathsalas.	Number of pupils who presented themselves for examination.	Number passed. Higher standard.		Number passed. Lower standard.		Total number of boys and girls passed in the higher and lower standards.
				Boys.	Girls.	Boys.	Girls.	
Balasore	1,602	21,143	12,763	1,601	14	5,268	158	7,041

Name of District.	Number of competing pathsalas.	Number of pupils on the rolls of the pathsalas.	Number of pupils who presented themselves for examination.	Number passed Reading and Writing. Higher standard		Lower standard		Total.	Number passed in Arithmetic. Higher standard.		Lower standard.		Total.	Number passed in zemindari and mahajani accounts.	
				Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.		Boys.	Girls.
Cuttack ...	2,650	27,904	14,102	502	4	6,433	44	6,983	408	1	3,850	12	4,271	249	1

In each district the number of competing pathsalas exceeded the number that furnished returns. It is not stated what proportion of the competing pathsalas succeeded in passing pupils.

99. *Pooree.*—Population, 770,000; primary grant, Rs. 7,000; expenditure, Rs. 4,431, of which Rs. 537 have been expended on 20 lower vernacular schools. Aided primaries have advanced from 210 with 4,255 pupils to 242 with 4,067; there is therefore a loss in pupils. Unaided schools are 51. The

system of payment by classification is in force in this district. The Magistrate evidently shares the opinion (quoted by the Joint Inspector) of many qualified persons in Orissa that the introduction of the new system is premature; and that "it would have been far better to go on with the stipendiary system until by a natural and healthy process it had by itself developed into a payment-by-results system." Still it appears probable that the large unspent balance of the primary grant in Pooree might have been usefully employed in the recognition of unaided schools, if only by the offer of a fee for furnishing returns.

100. *Orissa Tributary Mehals.*—The education in these tracts is, with slight exceptions, primary, and may be considered in this place. The number of schools throughout the 21 killahs of the Gurhjat has increased from 111 to 115, but the pupils have decreased from 3,147 to 3,048. Of the 115 schools 12 are in the Government estates of Banki and Ungool, eight being of the middle class; four candidates appeared from them at the vernacular scholarship examination in Cuttack, and one gained a scholarship. In the Kondhmals there are 17 schools (one middle), all supported by the grog-shop tax levied from the people. All the children are returned as able to read and write. In Dhenkanal there are nine schools, of which seven are lower and one a middle vernacular; from the latter five boys appeared at the middle scholarship examination, and three passed. Seven of the schools are aided by Government at the rate of Rs. 5 a month, with an addition in each case of Rs. 3 paid by the Rajah to the guru in lieu of fees; the other two are maintained entirely by the Rajah. In Keonjhur there are 16 primary schools, entirely supported by the Maharajah; the attendance in them has considerably declined, and the state of education is unsatisfactory. Mohurbhunj possesses 17 schools, of which one is of the middle class, teaching English, with 65 pupils. All the schools are supported by the Maharajah. In Bamunghatty, now made over to the Maharajah of Mohurbhunj, there are also 17 schools with 207 boys, against 330 of the previous year. The people take no interest in education: only 21 boys can read and write. There are also 14 schools in the north-east corner of Mohurbhunj, which are under the direct charge of the Reverend Mr. Phillips of Santipore. They are maintained from the primary grant, to which an addition has recently been made for the extension of these schools. Marked improvement is said to be taking place under Mr. Phillips' management. In all the other estates there is one school, either an ordinary primary school or a Sanskrit tol, at the head-quarters of each killah. Throughout the mehals the total expenditure on education was Rs. 15,007, of which Government paid Rs. 2,087.

101. Inspection is the crying want of the schools in these mehals. This question has been long under consideration, and since the close of the year sanction has been given to the appointment of two Sub-Inspectors, one for the Government estates of Ungool, Banki, and Dhenkanal, and one for the schools of Mohurbhunj, Bamunghatty, and Keonjhur. Sanction has also been given to increased expenditure on education in Banki and Ungool, the schools in which are to be thoroughly reorganised, at an extra cost to Government of Rs. 3,239 a year.

102. PRIMARY SCHOLARSHIP EXAMINATION.—The standard fixed for this examination is the following:—

	Marks.
I.—Handwriting	50
Manuscript reading	50
Reading and explanation of Bodhoday	100
II.—Arithmetic: the four rules, simple and compound	75
Subhankari	75
III.—Bazar accounts	50
Zemindari „	50
Simple mensuration	50
Total ...	500

PRIMARY INSTRUCTION.

103. The result of the examination for last year is shown in the following table. In this, and in all subsequent tables showing the results of scholarship examinations, the number of schools that succeed in passing candidates by the examinations of their class is now for the first time shown:—

Primary Scholarship Examination, 1877-78.

Commissioner's Division.	Number of schools which sent competing candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in the—				Number gained scholarships.
	Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
1. Presidency	...	495	30	525	...	248	6	254	1,276	84	140	164	388	49
2. Burdwan ...	...	881	79	960	...	509	11	520	2,452	369	297	239	905	68
3. Rajshahye .	...	364	10	374	..	234	2	236	970	192*	192*	104*	503	55
4. Dacca	...	667	37	704	...	377	15	392	2,110	238	344	214	796	52
5. Chittagong	..	116	...	116	...	89	...	89	447	79	44	1	124	13
6. Patna	...	728	20	748	...	611	14	625	2,079	639	466	285	1,390	65
7. Bhagulpore	...	273	222	495	...	232	211	443	1,416	597	119	75	791	39
8. Chota Nagpore ...	...	195	1	196	...	154	8	162	808	78	140	79	297	30
9. Orissa	• 1	355	...	356	1	274	...	275	818	324	125	4	453	32
Total ...	1	4,074	399	4,474	1	2,728	267	2,996	12,985	2,600	1,867	1,165	5,647	403

* The classification of 15 passed students in the district of Julpigoree has not been given.

In the previous year 11,462 candidates competed, and 5,246 passed. The increase in the number of candidates and of successful candidates is considerable, but at the same time not so great as to give ground for suspicions of unnatural or unhealthy forcing. It shows the sound development and the steady growth of a system which is now thoroughly engrafted on the indigenous stock of popular education. It is of course useless to compare division with division in order to determine comparative advancement. The examination is held independently for each district; and an identical standard is compatible with very great differences in the application of that standard. If, for example, the Rajshahye Division passes 503 candidates out of 979, it need not be inferred that the standard of primary education is higher in Rajshahye than in the Presidency Division, which passes only 388 candidates out of 1,276. The standard in the Presidency Division seems to be growing more rigorous each year. In the previous year 454 candidates passed from only three districts of that division. The number of successful candidates has increased in the divisions of Dacca, Patna, Bhagulpore, and Orissa, and decreased elsewhere.

104. In my report for 1876-77 I stated that it was doubtful how far the primary scholarships were really won by the classes for which they were chiefly intended. I understand the object of the institution of these scholarships to be as follows. In taking up the indigenous schools of the country into our system, and adapting them thereby to the purposes of a liberal education, our first concern is with the mass of the pupils in these schools, and our first endeavour to give them such an elementary education, liberal, and not as of old exclusively technical, as shall raise them in the scale of intelligence. But our next concern is not with the mass, but with the selected few. It is certain that our system will discover, here and there, boys of a capacity far beyond the sphere in which they live and the callings which they would naturally follow. It is for such boys—one in a thousand—that the primary scholarships are mainly designed, enabling them to rise to whatever position their industry and capacity may fit them for. The scholarships are not intended for those whose tradition it is to go to schools of a higher class, and who would go thither from the pathsala with or without scholarships. But obviously where scholarships are held out to public competition, it is impossible to restrict them to the class for whose benefit they are chiefly instituted. It will be quite sufficient if a

large proportion of the scholarships is actually held by that class. Means have been taken during the past year to obtain information about the social rank of those by whom the primary scholarships are held, with the following results:— PRIMARY INSTRUCTION.

Social Position of Primary Scholars, 1877-78.

	Upper Classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Traders.	Artizans.	Labourers.	Miscellaneous.	
Hindus ... Brahmans	......	5	26	17	1	3	87	2	...	3	......	94
Hindus ... Baidyas and Kayasths	......	11	15	14	1	26	24	4	...	2	2	99
Hindus ... Lower castes	1	2	3	2	15	3	66	27	6	8	4	132
Mahomedans	......	6	6	1	1	4	32	6	...	5	3	64
Christians	......	......	......	......	......	...	1	......	...	......	......	1
Others	......	......	1	......	......	...	11	......	...	......	1	13
Total ...	1	24	51	34	18	36	171	39	6	13	10	403

Of 403 scholarships offered to competition among 400,000 pupils, 127 are held by boys of the middle class and 275 by boys of the lower, including 171 sons of ryots. That is to say, the lower classes, who form 81 per cent. of the pupils of the pathsalas, hold 68 per cent. of the scholarships. This is a much more satisfactory result than my own previous experience and information had led me to expect. It is worth observing that half the number of scholars in the lower classes of society are also lower caste Hindus. The Mahomedan community wins only half its proper share of scholarships, estimated by the population percentage. In the Rajshahye Division, however, they gained nearly the right number; and in the 24-Pergunnahs the pupils of Mahomedan gurus were particularly successful. The Deputy Inspector says: "They are more diligent and zealous than Hindu gurus."

105. Taking a general review of the progress of primary education as described in the foregoing paragraphs, there is every reason to be satisfied with the results of the year. The district officers by whom, with more or less assistance from the Circle Inspectors, the primary grant has been administered, may well be congratulated on the success of their efforts. Working on very different lines, their labours have tended to one common end—the extension of the area of primary education and the improvement of its character. The number of pupils in aided and unaided primary schools throughout Bengal who are able to read, write, and understand easy sentences in their mother-tongue, is returned as 153,000 against 103,000 of the previous year. Without attaching too much weight to unchecked figures, the difference probably marks a considerable advance. And with all this, the returns of expenditure furnished by each district show in nearly every case some saving on the primary grant, amounting altogether to Rs. 24,000. One other lesson it may be necessary to enforce. The most striking fact in the history of the year seems to have been the success which has attended the introduction into many districts of the system, in one form or another, of payment-by-results. The time seems to have come when the large margin of unaided schools, in those districts which have not yet accepted the reform, should be admitted to a share in the benefits of the primary grant. Abundant experience shows that, as these schools have existed for generations past, so they will continue to exist; and that it is a perfectly easy matter to raise the standard of education in them without impairing their popular character.

106. SECONDARY INSTRUCTION.—The area of secondary instruction has been narrowed during the year by the abolition as a separate class of the schools that were ranked in the previous report as 'intermediate English.' This class of schools is now no longer recognised by Government, and the scholarships which were established for their support have been withdrawn. Most of the schools have transferred themselves to other classes, but some few have disappeared. SECONDARY INSTRUCTION.

SECONDARY INSTRUCTION.

107. The policy that Government has followed with regard to the teaching of English in schools below those that read to the Entrance standard of the University may be described as a return to the principles affirmed successively by Sir John P. Grant and Sir Cecil Beadon. According to those principles, the middle vernacular schools established by Government were regarded as model schools for the advancement of education among the rural classes, "who must always remain strangers to English language and literature." Private schools conducted on the same principles were entitled to and received grants-in-aid. Except in Behar, where Persian alone was valued as a subject of polite education, these vernacular schools have formed for years past a most important element in the educational system, distinguished alike by their stability, their popularity, and their constantly increasing success. The aided vernacular schools of Eastern Bengal in particular have done much to raise the level of education throughout those districts.

108. Side by side with, and attached to, these vernacular schools, there sprung up in many places English classes, the first object of whose institution was to give those who read the full vernacular course some instruction in English, in order to enable as many as desired to do so to proceed to the zillah school, and the rest to add a polite even though trifling accomplishment to the sound education they had already received or were receiving. In course of time, however, the English teaching, originally intended as supplementary to the vernacular course, assumed a much more prominent position. History and other subjects were read in English, and the vernacular was proportionately neglected. This was of little consequence to those who intended to carry their studies further; for with such students English replaced the vernacular without injury as the medium of instruction, as it still does in zillah schools. But to all except these few the system was injurious. Those whose studies ended with the middle scholarship course left school possessing, it is true, considerable familiarity with English words, phrases, and grammar, but very ill-instructed in subjects which they had been obliged to study through a language of which they were not masters. It was constantly said that history was read, not in order that the pupils might learn history, but that they might learn English. Such was the result even in those schools which possessed a strong teaching staff. But in poorer and weaker schools, which had been deluded into adopting the new system, the results were deplorable. In schools of that character, and they were many, the pupils learnt English atrociously, and the vernacular not at all. The funds at command of the school would have been sufficient to maintain a staff of trained normal school pundits, versed in all the arts of teaching. As it was, only inferior teachers of English could be procured; and the education imparted was such as to fit the pupils for hardly any walk in life.

109. The recent orders of Government* declare the necessity of adjusting the mutual relations of English and the vernacular by re-constituting middle English schools on a vernacular basis. The middle English standard, which in course of time had come to vary widely from that of the vernacular scholarship, has been again identified with it, the only and sufficient difference being that candidates for the middle English scholarship are now required to take up English as a supplement to the full vernacular course. By this provision, English-reading candidates are at any rate secured in the acquisition of a solid basis of education; and in this case their English knowledge can only be regarded as a gain. Another, and no less important, result of these orders remains to be noticed. The establishment that henceforward will best suit a school reading for the middle English scholarship is one consisting chiefly of pundits with an English teacher added. Consequently, it has become a very simple matter to convert a middle vernacular into a middle English school. It is no longer necessary to revolutionise the establishment, it is sufficient to add a single teacher; and permission to do so at their own cost has been rightly conceded to all schools that teach effectively the vernacular scholarship standard. Over thirty have already taken advantage of the permission; and though the English classes thus added are as yet elementary, and are therefore

* Resolution No. 3005, dated 16th October 1877.

not recognised as altering the class of the school, yet there is little doubt that a safe and easy road has now been opened up to all who desire to learn English in schools aided or maintained by Government. Nor is it desirable to place the slightest restriction on such aspirations. The reading of English is to be discouraged only if it interferes with sound education; that condition being understood, the multiplication of English classes is in no way to be deprecated.

110. The logical corollary to these orders was the abolition of the lower English scholarship. If English is only to be taught as a sequel to sound instruction in the vernacular up to a certain standard, it follows that English should be rigorously excluded from every school that can under no circumstances teach that standard. The lower English scholarship supported a class of schools in which that condition was violated; and by its abolition they have ceased to exist, at least in their original form. Some of the best have become middle English schools; others have abandoned the teaching of English and classed themselves as middle or lower vernacular, according to their proficiency or the strength of their establishments.

111. The subjoined table shows the changes that have taken place during the year. It should be remembered that the figures for 1877-78 exclude European and Eurasian schools, 49 in number with 4,580 pupils.

SECONDARY SCHOOLS.

	1876-77.		1877-78.	
	Schools.	Pupils.	Schools.	Pupils.
Lower Vernacular.				
Government	9	245	10	354
Aided	1,424	49,967	1,536	53,858
Private	68	2,438	58	1,800
Total ...	1,501	52,650	1,604	56,012
Intermediate English.				
Government	2	49	......	......
Aided	65	2,598	......	......
Private	45	1,681	......	......
Total ...	112	4,328	......	......
Middle Vernacular.				
Government	174	9,848	177	10,017
Aided	802	38,568	830	39,406
Private	69	3,302	80	3,811
Total ...	1,045	51,718	1,087	53,234
Middle English.				
Government	5	731	7	1,037
Aided	438	25,101	453	24,906
Private	68	4,240	112	5,675
Total ...	511	30,072	572	31,618
Higher English.				
Government	48	12,235	48	12,875
Aided	88	10,365	84	9,383
Private	44	10,357	44	9,430
Total ...	180	32,957	176	31,688
GRAND TOTAL ...	3,349	171,725	3,439	172,552

SECONDARY INSTRUCTION.

112. The following table sums up for reference the detailed statistics of attendance and expenditure in all Government and aided schools existing on the 31st March 1878:—

Attendance and Expenditure of Schools of Secondary Instruction during 1877-78.

Class of Institution.	Number of schools.	Number of pupils on the rolls on the 31st March 1878.	Monthly average roll numbers.	Average daily attendance.	Religion of the Students as on the 31st March 1878. Christians.	Hindus.	Mahomedans.	Others.	Received from Government.	Local Funds.	Total received.	Expended.
									Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Lower Vernacular—												
Government	10	354	234	204	......	191	45	118	1,853 1 3	190 11 0	2,043 12 3	2,043 12 3
Aided	1,536	53,858	51,379	40,104	226	43,682	9,488	462	77,748 8 11½	76,229 9 0	1,53,978 1 11	1,54,322 5 10
Total ...	1,546	54,212	51,613	40,308	226	43,873	9,533	580	79,601 10 2½	76,420 4 0	1,56,021 14 2	1,56,366 2 1
Middle Vernacular—												
Government	177	10,017	9,461	7,372	2	8,254	1,528	233	49,107 13 8	27,647 9 0	76,755 6 8	76,755 6 8
Aided	830	39,406	37,062	28,735	276	33,889	5,139	102	1,07,768 9 2	1,75,499 14 8	2,83,268 7 10	2,81,137 2 2
Total ...	1,007	49,423	46,523	36,107	278	42,143	6,667	335	1,56,876 6 10	2,03,147 7 8	3,60,023 14 6	3,57,892 8 10
Middle English—												
Government	7	1,037	899	640	3	536	454	44	9,879 15 11	7,468 3 3	17,348 3 2	17,348 3 2
Aided	453	24,906	23,523	18,231	539	21,622	2,704	41	1,30,462 11 4	2,45,826 5 2	3,76,289 0 6	3,70,651 7 6
Total ...	460	25,943	24,422	18,871	542	22,158	3,158	85	1,40,342 11 3	2,53,294 8 5	3,93,637 3 8	3,87,399 10 8
Higher English—												
Government	48	12,875	11,931	9,660	125	10,602	2,096	52	1,30,576 11 11	2,72,135 0 6	4,02,711 12 5	3,96,941 12 5
Aided	84	9,383	8,886	6,581	43	8,881	457	2	48,841 14 1	1,47,686 3 11	1,96,528 2 0	1,95,885 7 9
Total ...	132	22,258	20,817	16,241	168	19,483	2,553	54	1,79,418 10 0	4,19,821 4 5	5,99,239 14 5	5,92,827 4 2
Grand Total ...	3,145	151,836	143,375	111,527	1,214	127,657	21,911	1,054	5,56,239 6 3½	9,52,683 8 6	15,08,922 14 10	14,95,085 9 9

113. Lower Vernacular Schools.—Schools of this class supported from the grant-in-aid allotment have increased from 110 to 130; circle and primary grant schools from 1,314 to 1,406. The latter is the source from which this class of schools should chiefly be (as it is) recruited; and the principle has been acted on during the past year, that if a lower vernacular school claims aid under the grant-in-aid rules, the amount should at any rate be limited to that of the maximum pathsala stipend, or Rs. 5. The result is that 22 grants-in-aid have been withdrawn. That the total number of grant-in-aid schools has nevertheless increased, is due to the fact that many mission schools of this class, which last year were returned as unaided, have now been brought within the circle of aid. Unaided mission schools, which last year numbered 27, have accordingly almost entirely disappeared; while those under native managers from which grants have been withdrawn now swell the ranks of the unaided class, which shows a net loss of 10 schools.

114. Subjoined are the results of the lower vernacular scholarship examination; the subjects for which include the Bengali language, the history and geography of Bengal, arithmetic, the first book of Euclid, and elementary science:—

Lower Vernacular Scholarship Examination, 1877-78.

Division.	Total number of lower vernacular schools.	Number of Schools which sent Candidates: Government.	Aided.	Private.	Total.	Number of Schools from which Candidates passed: Government.	Aided.	Private.	Total.	Number of candidates who competed.	Number of Candidates passed in the First Division.	Second division.	Third division.	Total.	Number gained scholarships.
Presidency	402	.	140	2	142	...	68	1	69	294	10	33	73	116	20
Burdwan	286	...	136	3	139	...	118	3	121	286	45	72	91	208	24
Rajshahye	110	...	64	2	66	...	31	1	32	135	...	16	34	50	17
Dacca	215	6	208	2	216	4	158	2	164	572	10	93	183	286	31
Chittagong... .	68	...	38	4	42	...	20	2	22	82	3	5	19	27	4
Patna	208	2	156	9	167	2	109	9	120	464	42	63	117	222	33
Bhagulpore ...	162	4	123	5	132	4	85	5	94	373	22	57	97	176	19
Chota Nagpore ..	56	1	18	2	21	1	18	1	20	43	..	6	20	26	13
Orissa ...	96	..	68	...	68	...	60	...	60	208*	26	60	75	161	17
Total .	1,602	13	951	29	993	11	667	24	702	2,457	158	405	709	1,272	178

* Inclusive of 14 teachers and 6 private students.

This is the second examination that has been held, and the results must be regarded as satisfactory. In schools that originate as these schools do, namely, out of very humble beginnings, it is not to be expected that all will at once or very soon reach the full standard of their class. The net result is that 700 have actually reached that standard, that 300 more are close upon it, and that the remaining 600 are in various stages of progress towards it. It will be seen that the successful schools pass an average of nearly two candidates each. The table of expenditure shows that the 1,546 lower vernacular schools that derive aid from Government are supported at an average cost to the State of Rs. 51 yearly.

115. It is an important and much disputed question whether schools should be classified according to the standard they have reached, or according to that which they profess to teach. Notwithstanding the plain objections to the latter course, I am convinced that it is the right one to follow in practice. Due restrictions must of course be imposed upon arbitrary classification; no school, for example, should be brought into any class except with the sanction of some competent and responsible officer, forming his judgment according to the strength of the establishment, the qualifications of the teachers, or the actual proficiency of the pupils. These conditions will suffice to prevent extravagant classifications. But it is not to be expected that every school thus entered in a class will send candidates year by year to the examination of its class, nor that every school so sending candidates will pass them. If for a long time together a school fails to pass candidates by the standard of the class to which it professes to belong, it will no doubt be a question whether its class should not be reduced; but meanwhile it is of importance to us to know what schools are aiming, even though for a time unsuccessfully, at each standard. That such schools should be prematurely ranked in a class to which they have not yet made good their claim is a less evil than that they should be merged, and their special character lost sight of, in the ranks of the class below. The classification of schools on these principles has received some attention during the year. In last year's report it was shown that middle vernacular schools had been in many instances allowed to degrade themselves so as to compete for the lower scholarships. A circular was issued in October 1877 to all Inspectors and District Committees warning them against this practice, and pointing out that no aided middle school can change its class without the direct sanction of this office. It was at the same time enjoined that schools aided from the primary or circle grants should be classified at the beginning of each calendar year by the District Committee as primary, lower, or middle; and that at the ensuing examinations they should be entitled to compete only for the scholarships corresponding to their class.

116. Middle Vernacular Schools.—This class shows an increase of 42 schools; the general causes which tend to swell their number being the steady rise of schools from the class below, and the occasional establishment of new schools. There have been also special causes at work during the past year affecting the number of middle vernacular schools, though these causes have acted in opposite directions. The offer made to schools to add an English class has been accepted by 15 schools in the Burdwan Division, by 16 in Behar, and by 2 in the Darjeeling Terai. Of these 33 schools, 23 are still classed as middle vernacular, but the remaining 10 are reading the full middle English standard; 6 of these being in Behar. It is observable that no schools in the Presidency Division have taken advantage of the offer. The zeal for English education has had full operation throughout the central districts for many years past, and has probably had the effect of establishing many inferior schools of this class in places where there was no effective or permanent demand for them. At any rate, the second of the special causes referred to above has been confined to the Presidency Division; 13 schools in Jessore, 3 in Nuddea, and 2 in the 24-Pergunnahs have been transferred from the middle English to the middle vernacular class.

117. It is in the more backward regions of the province that these schools need most support. Of 177 Government middle vernacular schools, no fewer than 70 are in Behar, and it is not without constant attention that they are kept up to the mark. In that province there are only 20 grant-in-aid schools of this class, while there are as many as 30 supported from the primary grant.

SECONDARY INSTRUCTION.

As Baboo Bhoodeb Mookerjea has often pointed out, English is the only language which in Behar can successfully compete with Persian; and thus the new orders sanctioning the introduction of English into these schools may be expected to have marked effect. It is much the same in Orissa. For the wants of the people, writes the Joint-Inspector, these schools are either too high or too low. They are too high for the ordinary requirements even of ambitious rustics; and they are too low for those who look to employment.

The high character and great popularity of these schools in Eastern Bengal have been already noticed. It is the same in Rajshahye. Mr. Bellett calls them "by far the most satisfactory class of schools which an Inspector has to deal with. On entering a middle vernacular school one feels that one is going where a very fair middle class education is being given to the pupils. I have the very highest opinion of the power of teaching of good Bengali pundits, and I very much wish that some of our teachers in English schools could learn a lesson on the subject from them." The only discordant note comes from Burdwan. Middle vernacular schools, writes the Inspector, have been slowly deteriorating for the last five years all over the division—a result which he clearly attributes to the insufficient inspection which they have enjoyed since the introduction of the primary system diverted the energies of the inspecting officers.

118. The following table shows the result of the middle vernacular scholarship examination:—

Middle Vernacular Scholarship Examination, 1877-78.

Division.	Total number of middle vernacular schools.	Number of Schools which sent candidates.				Number of Schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in—				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency ...	240	20	124	8	152	13	62	5	80	423	13	47	105	165	23
Calcutta ...	6	1	4	1	6	1	4	1	6	46	24	15	6	45	4
Burdwan ...	188	20	123	7	150	18	88	5	111	470	19	65	173	257	24
Rajshahye ...	158	16	83	8	107	15	61	5	81	302	11	50	114	175	30
Dacca ...	257	6	217	13	236	5	168	9	182	805	16	85	6,345	416	39
Chittagong ...	27	4	16	1	21	2	12	...	14	70	...	7	28	35	6
Patna ...	96	42	39	29	110	40	28	19	87	463	9	67	189	265	41
Bhagulpore ...	55	23	30	5	58	20	21	4	45	208	4	33	73	110	25
Chota Nagpore ...	23	10	5	...	15	8	2	...	10	39	1	8	17	26	13
Orissa ...	37	12	18	2	32	8	12	1	21	113	2	9	38	49	14
Total ...	1,087	154	659	74	887	130	458	49	637	2,939	99	386	1,088	1,573	219

Of 177 Government schools, 154 sent candidates to the examination, and 130 were successful. Of 830 aided schools, 659 sent candidates and 458 were successful. Of 80 private schools, 74 sent candidates and 49 were successful. The Government schools therefore are much the most efficient. Taking all together, out of 1,085 schools, 887 competed, and from 637 candidates passed. In the previous year out of 1,045 schools 824 competed, and 530 were successful. A certain increase in efficiency is therefore manifested. Still the margin of inefficiency is very wide. Among somewhat over 1,000 schools, 200 do not attempt the test, and 250 others that do attempt it fail. A certain proportion of these are no doubt unaided schools, over which we have no direct control. But for aided schools that are inefficient we cannot decline the responsibility. It is not doubtful that many schools now ranked as middle vernacular can establish no valid claim to that position; and if it can be shown that the circumstances of their constitution are such as to preclude the hope of improvement within a reasonable time, their class should be

reconsidered. There is equally little doubt that many schools do not maintain the establishment in consideration of which the grant is given, in order to earn that grant on easier terms; such cases should be sharply dealt with, and severe examples have been already made. Finally, there are some cases in which a school does not succeed because it is out of the way, or for other causes neglected; for such failures the inspecting officers are more directly responsible. I shall return to this subject presently.

SECONDARY INSTRUCTION.

119. The cost to Government of a Government school of this class was Rs. 280 a year, of an aided school Rs. 62.

120. MIDDLE ENGLISH SCHOOLS.—To the increase of 61 schools under this head must be added nearly the whole number of schools for European and Eurasian boys, which last year were not separately shown. The increase has been general almost throughout Bengal, owing to the two causes already mentioned, namely, the abolition of lower English schools, and the addition of English classes to vernacular schools. In the Presidency Division, however, the conversion of 18 weak middle English into vernacular schools has caused a loss. These schools of course retain the right given them by recent orders to keep English teachers in addition to their pundits, should they choose to do so. Those orders, as they affect English schools, have as yet been only partially carried out, since it is difficult to effect the great changes which they necessitate in the school establishment without injury to the rights of old teachers. But no opportunity is allowed to escape; and in all grants coming up for revision, the lower English teachers are replaced by pundits.

121. Public opinion has been singularly unanimous in favour of the change that has been made in the constitution of English schools and the basis of English teaching. One objection has however been advanced, which it is useful to state at the outset. Granted that all should receive their early and fundamental education through the medium of their own language, English being learnt only as one among many subjects, and like other subjects through the vernacular of the pupil. Teachers and parents fully acknowledge this; but they argue that a boy passing the middle English scholarship examination will for the future know too little English to enable him to go up to the Entrance examination within the same number of years as he now finds sufficient. To postpone the date of matriculation is to incur much additional expense in schooling fees, and therefore inevitably to reduce the number of those who matriculate. It is unnecessary to argue this question on *à priori* grounds, but it may be observed that the objection assumes that the interests of intending Entrance candidates are those that are most to be regarded in connection with middle schools. Unfortunately, we have no knowledge of the number of pupils in middle English schools (other than those who gain scholarships) who proceed to higher schools. This information is very pertinent to the question, and it is now being obtained. I may add that, if a middle school is established with the sole object of preparing pupils for a higher school, the orders of Government provide for its being constituted after the higher school model. This concession has already been granted in a few cases.

122. The Government middle English schools have increased from 5 to 7. The two new schools are (1) the Arrah model school, which has added an English class at the cost of the pupils, (2) a so-called 'military' school in Bhagulpore, which is probably a school opened in the cantonments without the knowledge of the Education Department. Of the other five schools, two are in Calcutta—the English department of the Calcutta pathsala attached to the normal school, and the Collinga branch school attached to the madrasah. The other three schools are the Patna cheap English school, which under recent orders is to be reduced to an aided school, the Rangamatti boarding school in the Hill Tracts of Chittagong, and the Bhootea school at Darjeeling.

123. The pupils in the Rangamatti school have increased from 61 to 75, the average daily attendance being 42. English is learnt by 34 of the pupils. The number of Mugs and Chakmas shows an increase of 15 and 3 respectively; there being now 32 Mugs, 30 Chakmas, 2 Mahomedans, and 9 Hindus. Fees were levied for the first time this year from the Hindu and Mahomedan boys from the plains, the result being the withdrawal of four students. A pundit has now been appointed to this school. The expenditure amounted to Rs. 2,652, being Rs. 144 less than in the previous year.

SECONDARY INSTRUCTION.

124. The Bhootea boarding school at Darjeeling was established in 1874 with the object of training a few lads for employment as interpreters, explorers, and surveyors. Baboo Sarat Chundra Das was appointed head-master, a Lama was procured from the Pemiongchi monastery to teach the boys Tibetan, and the school was opened with three pupils. The number has now increased to 20, of whom the majority are Bhooteas from Sikkim and Tibet, with a few Lepchas from Sikkim. The highest class learn English, history, arithmetic, Euclid, and also Tibetan. Their English pronunciation is remarkably good, and two of the elder boys have since the close of the year been attached to the survey department. The usefulness of the school has been much advanced by the zeal with which the head-master has given himself to the study of Tibetan; and the Lama has also learnt English under his tuition. Some attention has been paid to carpentry.

125. In the early part of the year proposals were made for the establishment of Government middle English schools at sub-divisions, to serve as models for the aided and private English schools of the neighbourhood. These proposals were favourably received, but the later orders have made it unnecessary for the present to renew them. The operation of those orders may make the proposal altogether unnecessary; and in any case all that need now be done will be to add English classes to the existing model schools whenever need for their establishment can be shown.

126. The following table shows the result of the middle English scholar ship examination of 1877:—

Middle English Scholarship Examination, 1877-78.

Division.	Total number of middle English schools.	Number of Schools which sent candidates.				Number of Schools from which candidates passed.				Number of candidates who competed.	Number passed in—				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First Division.	Second Division.	Third Division.	Total	
Presidency...	138	...	76	7	83	...	59	5	64	234	10	29	84	123	22
Calcutta	5	1	...	...	1	1	...	...	1	18	5	4	4	13	3
Burdwan	126	1	62	6	69	1	47	5	53	186	6	32	64	102	16
Rajshahye	51	...	25	3	28	...	21	2	23	77	14	23	28	65	13
Dacca	125	...	48	3	51	...	38	3	41	128	4	17	64	85	18
Chittagong	16	...	3	1	4	...	3	...	3	16	...	...	6	6	1
Patna	51	7	25	6	38	7	23	6	36	168	11	36	73	120	21
Bhagulpore	25	1	14	...	15	...	11	...	11	57	1	9	22	32	8
Chota Nagpore	19	...	7	...	7	...	7	...	7	11	3	4	3	10	8
Orissa	16	...	9	3	12	...	6	2	8	39	...	4	15	19	7
Total ...	572	10	269	29	308	9	215	23	247	934	54	158	363	575	117

In this table some improvement is shown over the results of the previous year. The 61 middle English schools that have been added to the list were added after the close of the examination, and though included in the list they will take time to come up to the standard of their class. The true comparison may therefore be thus shown. At the examination of 1876, 292 schools sent candidates to the examination, and 219 passed them: at the examination of 1877, 308 sent candidates, and 247 passed them. The number of efficient schools has in fact been increased by 28. But the proportion of inefficient schools is as great as it was last year. No less than 200 schools, some indeed unaided, have failed for two years to send candidates to the examinations of their class.

127. The following extracts from a letter addressed to circle inspectors will show what action has been taken or proposed with regard to the 'inefficient margin' of schools, both English and vernacular. After analysing the results of the scholarship examinations in each division and district for two

years, and pointing out that there is in almost every district a large number of schools that failed at both examinations, the letter proceeds:—

"It is to these schools that I wish particularly to refer; and I would beg to impress upon you the commonplace maxim that the schools that fail need our attention to a much greater degree than those that succeed. In every year's examination schools will certainly fail; but if there is any considerable number that fail persistently, year after year, it shows either that the teachers in these schools are not up to their work, or that the school is of too high a class for the locality—indications in either case of inspection that fails of its object. This charge of inefficient inspection will of course not lie in those cases in which a school is kept up as a pioneer in a backward locality, in the hope that it may finally rise to the standard of the class in which it is enrolled. Schools, again, that are aided from the primary grant have often been permitted to compete for the vernacular scholarship prematurely; such schools should be encouraged to read for a lower standard until they are stronger. In all other cases it should be the object of the Inspector to examine narrowly into the causes of recurrent failure, and to apply such remedies as will reduce the number of permanently unsuccessful schools to the lowest possible point.

"As regards those schools in which failure is to be ascribed to inefficient teaching, you will have to consider (in the case of vernacular schools) the propriety of requiring the masters, if not certificated normal school pundits, to appear at the next vernacular mastership examination, at the risk of losing their appointments in case of failure to pass. This is a matter on which the Government has laid much stress.

"When the fault is to be looked for elsewhere, you will have to consider (1) whether an English should be replaced by a vernacular school, or (2) whether a school should be reduced to a lower class with a smaller grant, or (3) whether a Government model school should be replaced by a pathsala, or (4) whether an aided school should be replaced by a Government model school.

"I would remind you that, as the permanently unsuccessful schools are the reproach of educational administration, so it is incumbent on each school to justify or defend its want of success. It is for the school to show cause why suitable remedies should not be applied to it, with the object of increasing its usefulness." The Inspector was then asked to call upon the Deputy Inspectors for a detailed report upon each school that seemed to require attention, and to report to this office within six months upon the measures that had been taken to carry out the foregoing instructions.

128. The Assistant Inspector of the Western Circle has accordingly reported that there are in the Burdwan Division 53 middle schools, English and vernacular, that have failed to pass pupils at the last three examinations. Excluding 19 schools that have been either newly established or recently transferred, there remain 16 middle English and 18 middle vernacular schools of this character. The special causes that are said to have injuriously affected these schools are the prevalence of malarious fever, the removal of their pupils to primary schools in the neighbourhood, inefficient teachers, or unsuitable locality. Measures have already been taken to remodel those schools whose want of success has been due to bad management or inferior teaching, and notice has been given to teachers pronounced inefficient to appear at the next vernacular mastership examination.

129. Besides these special causes, the following general causes are noted by the Assistant Inspector as accounting for the decline of middle schools:—

(1) Want of adequate inspection. It has been found that the average number of visits paid yearly to each middle school by Deputy Inspectors has declined since 1871 from 4·3 to 1·9.
(2) Reduction in the number of middle scholarships since 1871.
(3) Withdrawal of the recognition of scholarship certificates as qualifying for the second grade pleadership examination.
(4) Reduction of the Government grant on renewal, without a corresponding increase in local subscriptions.
(5) Absence of promotion for aided school teachers.
(6) Introduction of the science course in middle schools.

SECONDARY INSTRUCTION.

Many of these considerations are not without weight, and some of the specified causes are capable of amendment. But the difficulties have been in other places successfully overcome; and if any school now finds itself unable to cope with them, it must be concluded that its circumstances are unfavourable to success.

130. From Behar the Inspector writes that of 18 middle schools to which his special attention had been called, 10 passed candidates at the subsequent examination of 1877, five were transferred to new sites, and only three remained unsuccessful as before. Baboo Bhoodeb Mookerjea points to the fact that the middle schools of Behar are undergoing important changes—changes in their sites, in their studies, and in the *personnel* of their teachers. These changes will take time; and until they are completed, the actual capabilities of the schools cannot be determined. Meanwhile a very important reform is being carried out in the addition of English classes to vernacular schools. With regard to middle English schools, Behar suffers under this special drawback; that while in Bengal the zemindars contribute liberally to the support of middle schools, in Behar all their contributions have been long since monopolized by the zillah schools, which owe a great part of their income to this source. But, after all, the chief difficulty is the want of efficient teachers, both in English and in vernacular schools. To remove a bad teacher is not necessarily to replace him by a better. The outturn of pundits from the Patna normal school for many years past has been to the last degree unsatisfactory; while any Behari with a decent knowledge of English can find elsewhere better employment than the Education Department offers him. The normal school has now been thoroughly re-organised, and a class for training teachers in English has been added; the best results are expected from these changes. The Inspector remarks that the natural tendency of schools in Behar is to fall rather than to rise, and that help is needed to keep them where they are. We must be content to work for some time in hope, looking to the future rather than to the present.

131. The Joint Inspector of Orissa has given a very complete report on the schools to which his attention was called. Some have already improved; for others improvement within a short time is predicted; a few that were hopeless have been closed. In some instances the class has been changed, in others the teachers; though many teachers known to be not fully competent have established by long service so fair a claim to consideration that it is difficult to displace them. I have full confidence in the energy and the discretion of the Joint-Inspector in dealing with these cases.

132. Other Inspectors have not as yet reported; but the general result of the investigation now set on foot has been to let inefficient schools understand that they are on their trial, and that it is for them to show cause why their grants should not be reduced or withdrawn, or why they should not be converted into schools of a lower class. Such an investigation is necessarily a slow process; and both inspecting officers and district committees are rightly averse to acting with unnecessary haste in a matter in which hasty action may do very great harm. The withdrawal of a grant would in many cases mean the closing of a school which, though not as efficient as it professes to be, is at least doing some good in its neighbourhood. And therefore, while continually urging upon inspecting officers the importance of this question, and pointing out that the inefficient schools are those that demand their chief attention, and that their numbers constitute a serious reproach to the department, I have not looked in general for immediate results. At the same time I desire to commend the vigorous action that has been taken in the Presidency Division, and especially in the district of Jessore.

133. The average cost to Government of an aided English school of this class is Rs. 288 a year, or Rs. 24 a month.

134. Corresponding with the return of the social position of primary scholars, I append similar returns for the social position of those who gained lower vernacular, middle vernacular, and middle English scholarships. Among lower vernacular scholars, there are 105 of the lower classes to 73 of the middle; among middle vernacular scholars, 93 of the lower to 124 of the middle and two of the upper; among middle English scholars 32 of the lower to 83 of the middle and two of the upper classes. The numbers of lower caste Hindus and of lower class agriculturists show a similar decrease as the class of the scholarship is raised.

SECONDARY INSTRUCTION.

Social Position of Lower Vernacular Scholars, 1877-78.

	Upper classes.	Middle classes. Service.	Estates.	Profession.	Trade.	Lower classes. Service.	Agriculture.	Traders.	Artizans.	Labourers.	Miscellaneous.	Total.
Hindus ... Brahmans... ...	......	8	20	11	1	1	14	......	......	......	2	57
Hindus ... Baidyas	......	...	...	3	......	......	......	......	......	......	......	3
Hindus ... Kayasths	......	9	4	3	......	11	10	8	......	2	1	48
Hindus ... Lower castes ...	......	...	1	2	5	3	10	15	1	3	......	46
Mahomedans	......	2	...	...	......	3	7	......	......	......	......	12
Christians	......	...	2	...	......	......	......	......	......	......	......	2
Others	......	...	...	...	2	1	7	......	......	......	......	10
Total ...	......	19	27	19	8	19	54	23	1	5	3	178

Social Position of Middle Vernacular Scholars, 1877-78.

	Upper classes.	Middle classes. Service.	Estates.	Profession.	Trade.	Lower classes. Service.	Agriculture.	Traders.	Artizans.	Labourers.	Miscellaneous.	Total.
Hindus Brahmans... ...	......	9	11	20	1	7	15	......	......	......	1	64
Hindus Baidyas	1	4	7	3	......	3	2	......	......	......	......	20
Hindus Kayasths	1	22	12	6	......	10	8	......	......	......	2	61
Hindus Lower castes ...	......	6	3	3	7	2	4	15	2	3	1	46
Mahomedans	......	...	6	4	......	2	5	2	5	......	1	25
Christians	......	...	...	...	......	......	......	......	......	......	......	......
Others	......	...	...	...	......	2	1	......	......	... ..	......	3
Total ...	2	41	39	36	8	26	35	17	7	3	5	219

Social Position of Middle English Scholars, 1877-78.

	Upper classes.	Middle classes. Service.	Estates.	Profession.	Trade.	Lower classes. Service.	Agriculture.	Traders.	Artizans.	Labourers.	Miscellaneous.	Total.
Hindus ... Brahmans	2	21	10	8	1	4	4	1	......	......	1	52
Hindus ... Baidyas	......	4	5	1	......	......	......	......	......	......	... .	10
Hindus ... Kayasths	......	16	5	1	1	5	2	......	.. ...	......	... ..	30
Hindus ... Lower castes ...	......	1	...	2	2	.... .	4	1	3	1	2	16
Mahomedans	......	4	1	...	......	1	2	... .	... ..	......	......	8
Christians	......	...	...	...	......	......	......	. . ..	.. .	......	.....	......
Others	......	...	...	...	......	......	1	... ..	. ....	......	......	1
Total ...	2	46	21	12	4	10	13	2	3	1	3	117

135. HIGHER ENGLISH SCHOOLS.—This class shows little variation. The apparent loss of four aided schools is due to the separation of European and Eurasian education. Two aided middle schools in Burdwan have been raised to the higher class; on the other hand, one in Rungpore and one in Noakholly have been reduced. The Government schools have undergone no change. Each Government school has an average of 288 boys, and costs Government Rs. 2,720 a year; each aided school has an average of 112 boys, and costs Government Rs. 580; each unaided school has an average of 214 boys.

136. Government schools alone show an increase in the number of their pupils, 640 in all. In the Presidency Division the Kishnaghur and Berhampore collegiate schools have increased by 28 and 40 respectively; the Jessore zillah school has lost 20 pupils owing to the prevalence of sickness. The schools in the Burdwan Division have generally suffered. The zillah school at Sooree has lost 26 pupils owing to a sudden outbreak of cholera which frightened the boys away. There is a successful hostel attached to this school. Utterpara has lost 40, the loss being ascribed to the closing of the Bally bridge during the last four months of the year. The Howrah school, from which the net grant was withdrawn in 1877, has levied unusually high fees—a circumstance which appears to have driven away 50 pupils; the scale of fees has now been revised, and the pupils are returning. The schools of the Rajshahye Division have generally prospered in point of attendance. The Dinagepore school has added 29, the Rungpore collegiate school 63, and the Julpigoree school 41. Pubna, on the other hand, has suffered a loss of 23 pupils, ascribed to the prevalence of cholera. In Eastern Bengal the chief increase is found in the Comillah school, which has added 96 pupils to the numbers of the previous year.

SECONDARY INSTRUCTION.

Burisal and Mymensingh have increased by 14 and 23 respectively, while the Dacca collegiate and the Furreedpore zillah schools have lost 28 and nine pupils respectively. In Dacca the opening of a new unaided school with low rates of fees drew off many pupils, and in Furreedpore sickness is said to have prevailed; in both the last-named schools extensive changes have recently been made with the object of strengthening the teaching staff. The collegiate school of Chittagong and the zillah school of Noakholly have added 29 and 27 to their classes.

The greatest increase is found in the Patna Division, where 300 new pupils have been added. Of these the Chupra zillah school alone contributes 118—an accession which brings it into the 1st class of zillah schools, with a total of 368 pupils. Next come Mozufferpore with 74 and Gya with 65. The new head master of the Gya school, Baboo Saroda Prasad Ganguli, is said to be very popular. Monghyr adds 45 new pupils, and Bhagulpore 22. The Deoghur school adds 20. This school was at first, on the report of the Net Grant Committee, reduced to the middle class, and its net grant reduced from Rs. 200 to Rs. 100 a month. Afterwards, on the representation of Mr. Wilmot, it was restored to the higher class experimentally for two years, with a net grant of Rs. 150, on condition that a similar sum was raised locally. During the year its fee-receipts have increased by Rs. 150, and Rs. 900 have been contributed as subscriptions. In the schools of Chota Nagpore and Orissa the number of pupils remains stationary.

137. The following table shows the number of Government, aided, and private schools that sent, and the number that passed, candidates at the last Entrance examination:—

Division.	Total number of schools.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Candidates passed in—				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Burdwan	47	7	26	11	44	7	20	9	36	383	23	78	67	168	18
Presidency	49	6†	30	13	49	5	23	11	39	431	19	99	61	179	20
Calcutta	17*	4	4	26	34	4	3	20	27	555	74	116	82	272	24
Rajshahye	11	5	4	2	11	5	3	1	9	90	5	13	15	33	14
Dacca	16*	5	4	10	19	5	3	6	14	277	20	50	26	96	22
Chittagong	2	2	...	...	2	2	...	...	2	18	...	6	4	10	5
Patna	12	6	2	2	10	5	2	1	8	119	1	13	29	43	18
Bhagulpore	10	5	2	3	10	3	2	2	7	66	1	8	13	22	12
Chota Nagpore	7	4	1	...	5	3	1	...	4	20	...	1	6	7	7
Orissa	5	3	1	...	4	3	...	...	3	32	...	4	10	14	10
Total	176*	47	74	67	188	42	57	50	149	1,991	143	388	313	844	150

* Exclusive of boys' schools for Europeans.
† Inclusive of the Sealdah medical school with two students who failed at the examination.

As in former years, the number of competing schools is greater than the number of those which furnish returns. Private schools competed to the number of 67, while only 44 are known to this department. The Julpigoree zillah school is the only Government school that sent no candidates to the examination; it was only established as a zillah school in 1877. Of 84 aided schools, 74 competed, and candidates from 57 of the latter passed. Hence there are 27 aided schools that failed either to appear or to pass candidates at the last examination. Due attention is being given to each of these schools. Four are in the Presidency Division, of which two certainly, and possibly all, are to be reduced. Two are in Burdwan, one of which is described as a "mismanaged sham." Both are to be reduced. Two in Dacca are undergoing re-organisation; one in Noakholly has been already reduced. One in the Sonthal Pergunnahs has suffered a reduction in its grant, though it is allowed to retain its class. As to the rest, the following observations may be made. The class of higher English schools is continually receiving additions from the class below; but two years, and often more, must elapse before a school so raised can compete with any chance of success. Again, many schools that are fairly efficient in point of teaching can send to the examination only one or two candidates every year who hope to pass in the third division. If the test is more severe than usual (as appears from the total number passed to have been the case last year), these schools are the first to suffer. Some few

again are merely ornamental schools, kept up for the sake of the dignity which they bestow; they occasionally send a candidate to the examination, but the real work they do is that of a good middle school; and, it must be added, the grant they enjoy is a middle school grant. And if they do not always reach the standard at which they aim, they at any rate carry instruction beyond the middle standard, and at no greater cost to Government.

138. The following statement compares the efficiency of the instruction in Government, aided, and private schools. The superiority of the Government schools is as manifest as it was in the previous year, when 54 per cent. of the total number of candidates passed, and 65 per cent. from Government schools:—

Entrance Examination, December 1877.

Class of Schools.	Number of schools.	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.	Percentage of success.
Government schools	47	763	83	187	140	410	53·7
Private schools (aided)	74	360	10	56	55	121	33·6
Ditto ditto (unaided)	67	868	50	145	118	313	36·
School masters	......	14	......	2	2	4	28·5
Private students	... .	53	......	3	7	10	18·8
Total ...	188	2,058	143	393	322	858	41·6

In the previous year 1,849 candidates competed from 185 schools, and 1,005 passed—183 in the first division, 567 in the second, and 255 in the third. The failure, compared with the results of that year, was general throughout India.

139. Some of the most successful of the aided and private schools claim a brief notice. Foremost among them comes the Kuchiakol aided school in Bankoora district, which sent up eleven candidates and passed all; one in the first, six in the second, and four in the third division. The head-master, Babu Keshab Chundra Mittra, deserves special mention on this account. The Konnagar aided school sent up six candidates, five of whom passed; three in the first division and two in the second. The South Suburban unaided school and the Harinavi and Barisa aided schools, all in the neighbourhood of Calcutta, show good results; as do also the Narail and Khulna aided schools in Jessore, and the Burdwan Maharajah's private school. The Jagannath unaided school at Dacca passed 20 candidates out of 28, four being in the first division. The Santosh Jahnavi school at Mymensingh passed eight candidates.

140. The Government schools demand a closer investigation. The following tables show separately the results of the examination for collegiate schools and for zillah schools of the 1st, 2nd, and 3rd classes. The classes are determined by the number of pupils—300 pupils bringing a zillah school into the 1st class, and 175 into the 2nd, the sanctioned establishment corresponding generally with the class. The merit marks in the last column are determined by assigning one, two, and three marks respectively to each boy passing in the third, second, or first division. The schools are arranged in the order of their total merit-marks; but it will be understood that this affords an imperfect measure of the credit due to a small school, sending a small number of candidates to the examination, but passing a large proportion of them with distinction:—

Collegiate Schools.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hare	44	21	14	3	38	94
Hindu	49	13	13	8	34	73
Sanskrit collegiate school	41	4	12	7	23	43
Hooghly " "	52	7	6	6	19	39
Dacca	31	3	10	4	17	33
Kishnaghur	46	3	9	4	16	31
Patna	36	1	7	12	20	29
Midnapore	23	1	8	7	16	26
Calcutta Madrassah	17	3	6	2	11	23
Berhampore collegiate school	23	1	9	1	11	22
Bauleah	31	2	2	4	8	14
Rungpore	9	1	4	1	6	12
Cuttack	16	......	3	5	8	11
Chittagong	10	......	4	3	7	11

SECONDARY INSTRUCTION.

The order of merit does not differ widely from that of the previous year. The Hare and Hindu schools have exchanged places; but both are thoroughly efficient. The Sanskrit collegiate school has improved its position; the head-master, Babu Jadu Nath Mookerjea, is an experienced and able teacher. Of 52 candidates from the Hooghly collegiate school, 26 failed in English. The system of promotions appears hitherto to have been designed rather to please parents and swell fee-receipts than to secure efficiency in teaching. It has now been changed. The Dacca school did remarkably well in every subject but English, in which there was some falling off. The Kishnaghur school sent 46 candidates, half of whom failed in nearly every subject. This proves improper promotion. The Bauleah and Cuttack schools have lost much ground. In the Bauleah school 19 pupils out of 31 failed in English; a fact ascribed to the detention of the English teacher of this class as assessor in the Judge's court in a celebrated case which lasted from the 24th of April to the 25th of June. In the Cuttack collegiate school the first class consisted of over 50 boys. Of these only 16 were judged fit to go up to the examination, a fact which speaks ill for the system of promotions hitherto followed; and of those 16 only eight passed. The Principal offers no more definite explanation of these results than a "want of earnestness in the teaching." The so-called Entrance class has now been divided into two—a higher and a lower section. The Rungpore school succeeded well with its few candidates.

Zillah Schools, 1st Class.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Mymensingh	21	4	4	2	10	22
Uttarpara	14	3	5	3	11	22
Beerbhoom	14	2	7	2	11	22
Burrisal	16	5	......	5	10	20
Howrah	14	1	7	1	9	18
Bhagulpore	14	......	2	4	6	8
Arrah	14	......	1	5	6	7

The two great schools of Eastern Bengal—those of Mymensingh and Burisaul—retain the positions which they have long enjoyed under their present head-masters, Babu Ratnamani Gupta and Babu Jagabandhu Laha. Babu Syama Charan Ganguli maintains the high reputation of the Uttarpara school. The Beerbhoom school, under Babu Sivchundra Som, has now taken equal rank with these. The Bhagulpore school has lost considerable way, passing only six candidates against 14 of the previous year. The remaining eight failed in English, although the then head-master is a superior English scholar. The Arrah school has now for the third time taken an inferior position on the list: out of 14 candidates eight failed, as many failing in Urdu as in English. A new head-master has been appointed.

Zillah Schools, 2nd Class.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hooghly Branch	32	2	9	11	22	35
Barrackpore	15	1	6	3	10	18
Comillah	22	1	4	3	8	14
Bankoora	15	1	4	2	7	13
Furreedpore	15	......	6	1	7	13
Pubna	6	1	3	1	5	10
Jessore	10	......	4	1	5	9
Gya	10	......	3	2	5	8
Monghyr	7	......	2	3	5	7
Mozufferpore	11	......	......	6	6	6
Noakholly	8	......	2	1	3	5
Chupra	8	......	1	2	3	4
Ranchi	7	......	1	......	1	2

It may here be noticed that four of the schools originally placed in the second class (Comillah, Gya, Monghyr, and Chupra) have now qualified themselves for a place in the first class by the large increase that has taken place in the number of their pupils. Should this increase offer promise of being

SECONDARY INSTRUCTION.

permanent, they will take definite rank in that class. The attendance at the Howrah school has fallen to 250 pupils, a number that would reduce it to a second class school; but there is every probability that it will shortly recover its position. The number of pupils in the Hooghly branch school has not been returned; but it sent up many candidates, and secures a higher merit-mark than that won by any first class school. This school is now very strong and popular, and has fully recovered the prestige which it was in danger of losing two years ago. The head-master, Babu Kali Das Mookerjea, taught the Entrance class in every subject except Sanskrit, and deserves high praise for the success of his efforts. The Pubna school, singled out from its class last year for unfavourable comment, has taken a high position under the efficient teaching of Babu Ishwar Chandra Bose, now transferred to the Dacca collegiate school. The Noakholly and Ranchi schools, which are undoubtedly well-managed and well-taught institutions, fell off considerably in the last examination from the standard of former years. Such fluctuations cannot always be accounted for, and when they occasionally occur, they do not necessarily imply failure of duty upon the part of the teachers. The head-masters of these schools are men of repute, and both were promoted in January last to more important charges. The Chupra school does not show satisfactory results. With 368 boys on its rolls it passed at the Entrance examination, out of eight candidates, one boy in the second division and two in the third. The Behar schools have, in fact, many difficulties to contend with, which have often been described. Unlike Bengali boys, the pupils speak no English at home; and all who occupy a decent position in society are compelled to learn Persian, to the detriment of English. In the Chupra school the number of boys in the highest classes is by no means in fair proportion to the total number on the rolls; and consequently its numerical strength brings it into unequal competition with schools possessing much greater advantages. The same remarks apply to the Arrah school; and they may be illustrated by the fact that of the 17 Bengali candidates from the Patna collegiate school, 15 passed in English, while of 19 Behari candidates from the same school, only 12 passed in English.

Zillah Schools, 3rd class.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Maldah	5	1	3	1	5	10
Bogra	9	1	2	2	5	9
Baraset	11	......	3	2	5	8
Pooree	5	......	1	2	3	4
Purulia	4	......	......	3	3	3
Balasore	9	......	......	3	3	3
Hazaribagh	4	......	......	1	1	1
Dinagepore	3	......	......	1	1	1
Deoghur	4	......	......	......	......	......
Chyebassa	1	......	......	......	......	......
Motiharee	4	......	......	......	......	......
Purneah	1	......	......	......	......	......
Julpigoree	......	......	......	......	......	......

These are the schools that require tender treatment. The first three indeed are almost, if not quite, strong enough to take their place among schools of the second class; while that of Maldah is the only Government school that passed all its five candidates. But the very names of all the others suggest backwardness, ignorance, and superstition.. The Pandas of the temple of Jagannath form a majority in the town of Pooree, but not one sends his son to the zillah school. In Balasore the causes of failure are perhaps remediable. In Dinagepore the District Committee seem to have ordered the arrangement of the classes with more regard to numerical equality than to the attainments of the pupils.

SECONDARY INSTRUCTION.

The Purneah school, though on the last occasion its single candidate failed, has steadily advanced in prosperity and efficiency during the eleven years it has been under its present head-master.

141. The usual statement of the second languages taken up by the candidates at the Entrance examination is appended:—

Entrance Examination, December 1877.

	December 1876.	December 1877.
Latin	64	57
Sanskrit	1,046	1,232
Arabic	25	28
Persian	45	50
Bengali	549	565
Urdu	64	69
Hindi	29	34
Urya	21	19
Armenian	6	4
Total ...	1,849	2,058

Sanskrit claims the chief increase, both actual and relative. The question of a classical or vernacular language is left to the free choice of schools and candidates; but since 1873, when the number of candidates taking up Bengali and Urdu was 675 and 130 respectively, the classical languages have been constantly advancing in favour.

142. The following table classifies the candidates according to their religion:—

Entrance Examination, December 1877.

	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.
Hindus	1,835	119	350	294	763
Mahomedans	103	4	14	18	36
Christians	81	19	15	6	40
Others	39	1	14	4	19
Total ...	2,058	143	393	322	858

The superior advantages enjoyed by the Christian candidates are very marked, now that the examination in English is no longer in a text-book but in the language. The percentage of passed candidates is nearly 50 for Christians and "others," 41·6 for Hindus, and 36·9 for Mahomedans. If merit-marks, determined by the place of the successful candidates in the class-list, be considered, Christians take a still higher, and Mahomedans a still lower, position.

143. The award of junior scholarships is here given:—

Distribution List of Junior Scholarships, 1878.

Commissioners' Divisions.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of scholarship-holders who passed the Entrance examination in— First division.	Second division.	Third division.
Burdwan Division	......	6	12	18	12	6	......
Calcutta	8	6	10	24	24	......	......
Presidency Division	......	7	13	20	17	3	......
Rajshahye "	1	4	9	14	5	8	1
Dacca "	1	7	14	22	16	5	1
Chittagong "	......	1	4	5	......	4	1
Patna "	......	6	12	18	1	11	6
Bhagulpore "	......	3	9	12	1	8	3
Orissa "	......	4	6	10	......	4	6
Chota Nagpore "	......	2	5	7	......	1	6
Total ...	10	46	94	150	76	50	24

The advancement of education in different divisions is measured by the number of scholarships held by pupils passing in the highest grade. Thus

Calcutta has no scholarship for a boy passing in any grade but the first; in Chota Nagpore six out of seven scholarships are held by boys who passed in the third grade. The same test shows that education of this class is spread more widely in the Dacca than in the Rajshahye division.

Two of the ten first grade scholarships, which are awarded to the first ten candidates on the list irrespective of Commissioners' divisions, were won by students from the Rajshahye collegiate school and the Jagannath private school at Dacca; the rest fell, as usual, to the Calcutta schools. Of all these scholars 105 chose chemistry and 42 psychology for the First Arts examination, and three joined the Civil Engineering Department of the Presidency College. The Presidency College was selected by 31 scholars, against 39 of the year before; 29 chose Patna College, 15 Hooghly, 13 Dacca, 10 Cuttack, and nine Kishnaghur; 18 are held in the smaller Government Colleges of Rajshahye, Midnapore, Chittagong, Rungpore, Berhampore, and the Sanskrit College. Sixteen are held in five aided colleges, and 10 in the Metropolitan Institution.

144. It appears that each zillah school cost Government an average of Rs. 2,720 for the year, against local receipts amounting to Rs. 5,670. In aided schools the Government grant averaged Rs. 581, the local receipts Rs. 1,759. Roughly, therefore, Government pays one-third of the total cost in zillah schools, and one-fourth in aided schools. Comparing the expenditure in zillah schools for two years, we find that the Government expenditure has increased from Rs. 1,29,688 to Rs. 1,30,577, or by Rs. 889; the private contributions have increased from Rs. 2,63,249 to Rs. 2,72,135, that is, by Rs. 8,886.

145. In connection with these facts it is useful to consider the operation of the net-grant system during the year. The present grants are in force for three years dating from the 1st April 1877, after which they will be revised. The following statement shows, for each net-grant school, the amounts re-granted after the 31st March 1877 and the 31st March 1878, as the surplus balances in favour of the school on those dates; and also the expenditure sanctioned out of the re-grants, during the course of the year under report, for extraordinary or incidental charges:—

Statement of Re-grants to Net Grant Schools.

Class of Schools.	Balances in favour of Schools: On 31st March 1877.	Balances in favour of Schools: On 31st March 1878.	Extraordinary expenditure sanctioned during the year.	Object of Expenditure.
Collegiate Schools.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Hooghly	874 3 1	463 7 2	......	
Kishnaghur	3,833 5 0	3,622 6 0	79 2 0	Renting a house.
Dacca	326 7 0	......	......	
Patna	4,468 8 6	......	132 15 7	For Hostel.
Cuttack	5,667 12 3	7,20[illegible] 15 9	2,060 0 0	Library books (Rs. 2,000) and increase of second pundit's pay (Rs. 60).
Berhampore	3,481 9 10	4,101 7 1	240 0 0	Additional teacher on Rs. 20.
Rajshahye	3,032 4 3	3,814 4 8	125 0 0	For chemicals.
Midnapore	2,065 5 10	1,510 15 10	......	
Rungpore	200 10 2	370 9 0	246 8 0	For furniture, repairs, and prizes.
Chittagong	1,437 10 3	2,465 13 11	595 10 9	Library books and furniture.
Total ...	25,386 12 2	23,557 15 5	3,479 4 4	
Zillah Schools.				
Baraset	84 0 7	226 13 10	110 0 0	For repairs.
Barrackpore	1,362 0 7	1,491 14 0	1,400 0 0	Construction.
Jessore	1,447 10 9	963 12 6	691 0 0	Construction and rewards.
Bankoora	1,301 13 6	1,684 0 6	......	
Beerbhoom	68 8 3	1,813 3 8	......	
Uttarpara	5,824 10 6	......	23 3 0	To recoup scholarship money lost.
Hooghly Branch	314 3 6	805 1 9	......	
Howrah	4,296 10 0	741 10 2	......	
Dinagepore	1,125 1 6	1,222 10 11	......	
Bogra	615 12 5	639 11 10	795 0 0	Additional teacher, rewards, and furniture.
Pubna	690 9 6	350 12 5	450 0 0	Rewards.
Julpigoree	1,854 3 6	2,386 5 0	300 0 0	Extra masters.
Pooree	743 7 2	583 5 9	282 0 0	Books and increase of pay.
Balasore	1,290 0 11	711 3 2	35 8 5	Construction, &c.
Hazaribagh	49 3 3	471 3 10	......	
Ranchi	429 11 10	565 8 9	50 0 0	Repairs.
Chyebassa	98 6 4	81 8 3	60 0 0	Increase of pay to education clerk for teaching.
Purulia	567 12 4	796 13 1	71 0 0	Furniture.
Noakholly	763 4 3	898 2 0	698 0 0	Rewards and additional teacher.
Burrisal	1,399 3 0	686 6 10	420 0 0	Increase of salary.

SECONDARY INSTRUCTION.

Statement of Re-grants to Net Grant Schools—continued.

Class of Schools.	Balances in favour of Schools — On 31st March 1877.	Balances in favour of Schools — On 31st March 1878.	Extraordinary expenditure sanctioned during the year.	Object of Expenditure.
Zillah Schools—continued.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Furreedpore	1,906 10 8	2,963 5 7	5,849 3 0	For building Rs 5,499-3 (funded property Rs. 4,100), Rs 350 for furniture.
Mymensingh	1,912 1 9	1,661 15 3	360 0 0	Increase of salary.
Comillah	1,043 1 7	284 11 9	1,547 1 7	Construction, furniture, and rewards.
Patna Cheap English ...	420 6 0	945 14 3	4 0 0	Furniture.
Gya	1,151 11 0	129 7 4	480 0 0	Additional Sanskrit teacher and personal allowance.
Arrah	1,330 7 4	1,171 12 6	1,508 8 0	Construction, furniture, and punkah-pullers.
Chupra	822 9 0	918 0 4	200 0 0	Furniture.
Motiharee	422 8 5	777 7 7	......	
Mozufferpore	346 7 2	338 8 4	346 0 0	Rewards.
Bhagulpore	4,544 5 5	4,274 1 11	{ 11,666 0 0 630 0 0	From funded property for building. For rewards.
Monghyr	299 8 2	2,660 7 9	......	
Purneah	1,276 5 0	1,487 13 5	......	
Deoghur	85 5 3	1,050 1 6	......	
Maldah	449 13 0	186 8 10	428 0 0	Construction.
Total ...	30,837 9 5	35,470 8 7	28,401 8 0	
Madrasahs.				
Calcutta	2,000 0 0	4,380 13 7	1,777 12 9	Rs. 1,000 for books, Rs. 600 for a lithographic press, Rs. 117-12-9 for matting the rooms of the Arabic Department.
Hooghly	2,923 8 3	3,024 5 6	......	
Dacca	3,414 6 8	920 0 0	4,334 6 8	Rs. 4,262-6-8 for construction and Rs. 72 for increase of pay.
Chittagong	1,775 1 3	2,328 11 9	......	
Rajshahye	1,501 0 1	2,087 15 6	122 1 0	For repairs.
Total ...	11,614 0 3	12,741 14 4	6,234 4 5	
Vernacular Schools ...	5,725 9 0	7,003 11 4	......	
Grand Total ...	82,563 14 10	78,774 1 8	88,115 0 9	

The net grant institutions, it will be seen, are in a highly flourishing financial condition. After spending sums amounting on the whole to more than Rs. 22,000 (excluding payments from invested funds amounting to Rs. 15,766), their surplus funds have been diminished to the extent of less than Rs. 4,000, showing that they worked during the year at a profit of some Rs. 18,000; to which must be added the amounts to be re-granted to the Dacca and Patna collegiate schools and the Uttarpara school, the statements of which have not yet been verified. It has just been shown that less than Rs. 9,000 of the profit is due to the increase of private subscriptions; hence the total net grant appears to be largely in excess of the requirements; and when the time comes for revision, considerable reductions can be made. It will be observed that nearly Rs. 25,000 of the whole sum expended from surplus funds has been expended on the construction of buildings, causing a saving to the same extent in the expenditure of the Public Works Department.

SUPERIOR INSTRUCTION.

146. SUPERIOR INSTRUCTION.—The sanction of Government was accorded during the year to the proposal for raising the status of the Bauleah High School to that of a full college under the title of the Rajshahye College, and the third year class was opened in January 1878. Efforts were also made to raise the Bhagulpore school to the status of a second grade college; and Babu Gopi Lal Pande, zemindar of Pakour, in the Sonthal Pergunnahs, offered the liberal donation of Rs. 10,000 for that purpose. A grant of Rs. 3,000 a year was asked for from Government, on condition that an equal sum was raised from local sources; but Government limited its contribution to Rs. 1,000 a year, on condition that whatever was needed in excess of that sum should be raised locally. The project finally came to nothing. The number of colleges of the first grade is now therefore seven, including the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Cuttack, and Rajshahye colleges. Second grade colleges are five, namely, the Sanskrit, Berhampore, Midnapore, Rungpore, and Chittagong colleges. The aided colleges are six, as in the previous year; and there are three unaided colleges, among which La Martiniere furnishes no

returns to this department. The following tables give the usual returns of attendance and expenditure :—

Statement of Attendance in Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	Number on the rolls at the end of the year				
		1874.	1875.	1876.	1877.	1878.
Government—	Rs.					
Presidency College ...	12	353	350	310	309	329
Sanskrit " ...	5	26	25	24	34	36
Hooghly " ...	6	93	118	129	163	208
Dacca " ...	6	116	130	129	128	129
Krishnaghur " ...	5	46	61	64	114	105
Berhampore " ...	5	20	25	31	37	39
Patna " ...	6	92	90	92	107	108*
Cuttack " ...	3	17	20	17	36†	39‡
Bauleah " ...	3	27	25	26	30	41
Midnapore " ...	5	13	12	16	18	17
Chittagong " ...	......	......	......	......	8	15
Rungpore " ...	......	......	......	...	17	16
Total ...	.....	803	851	838	1,001	1,082
Aided—						
General Assembly's College, Calcutta ...	5	80	104	118	219	333
Free Church " " ...	5	74	90	100	102	99
Cathedral Mission " " ...	5	60	75	80	90	86
St. Xavier's " " ...	5	30	45	58	82	105
Doveton " " ...	......	......	......	11	12	18
London Mission " Bhowanipore	5	27	39	44	51	60
Total ...	......	280	362	411	556	701
Unaided—						
La Martiniere College, Calcutta ...	......	......	......	......	......	......
Metropolitan Institution, " ...	......	......	......	146	230	220
Baptist Mission College, Serampore ...	......	......	......	9	5	......
Total ...	......	.....	......	155	235	220
GRAND TOTAL ...	......	1,083	1,218	1,404	1,792	2,003

* Exclusive of fifteen out-students.
† Ditto two ditto.
‡ Ditto one out-student.

Statement of Expenditure in Colleges for General Education.

COLLEGES—GENERAL.	Number on the rolls on the 31st March 1878.	Average monthly roll number.	Average daily attendance.	EXPENDITURE IN 1877-78.			COST PER ANNUM OF EACH STUDENT.		
				From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
Government—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College ...	329	303	280	59,499	46,106	1,05,605	212¾	164¼	377
Sanskrit " ...	36	32	29	14,356	1,684	16,040	495	58	553
Hooghly " ...	208	168	130	32,543	11,905	44,448	230	91½	341¾
Dacca " ...	129	122	100	22,662	9,396	32,058	226¼	94	320¼
Krishnaghur " ...	105	103	78	18,380	5,732	24,112	235½	73½	309
Berhampore " ...	39	36	31	14,840	2,210	17,050	479	71	550
Patna " ...	108	82	72	32,381	6,361	38,712	450	88	538
Cuttack " ...	39	21	18	15,367	1,521	16,888	854	84	938
Rajshahye " ...	41	32	24	......	7,147	7,147	......	297½	297½
Midnapore " ...	17	14	10	544	4,496	5,040	54	450	504
Chittagong " ...	15	10	8	1,888	1,389	3,277	236	173	409
Rungpore " ...	16	16	12	2,073	1,032	3,105	172	86	258
Total ...	1,082	939	792	2,14,533	98,979	3,13,512	270½	124½	395
Aided—									
St. Xavier's College, Calcutta ...	105	72	68	3,600	24,240	27,840	53	356	409
Free Church " " ...	99	84	73	5,520	16,920	22,440	75½	231½	307
General Assembly's " " ...	333	212	173	4,200	20,203	24,403	24	117	141
Cathedral Mission " " ...	86	80	72	5,520	16,776	22,296	76	233	309
Doveton " " ...	18	12	11	3,000	6,000	9,000	273	545	818
London Mission " Bhowanipore	60	53	41	2,296	10,325	12,621	56	251	307
Total ...	701	513	438	24,136	94,464	1,18,600	55	215	270
GRAND TOTAL ...	1,783	1,452	1,230	2,38,669	1,93,443	4,32,112	194	157	351

The increase in the number of pupils at the Presidency College after the decline of the last few years is satisfactory. The Hooghly College shows a large increase in attendance. The Chittagong College has now added a second year class, doubling the number of its pupils. The Rungpore College has one student less in the first and second year classes than it had last year in the single class then open. For the first time in its history, or in that of any aided college, the number of students in the General Assembly's Institution exceeds that of the Presidency College.

SUPERIOR INSTRUCTION.

147. The most significant fact in the first of the above tables is the rapid increase which every year now shows in the total number of students receiving a college education. In four years the number has advanced from 1,083 to 2,003. In the previous three years, dating from 1871, the number had fallen from 1,352 to 1,083. Very different influences have been at work during these two periods. In the earlier period collegiate instruction was to some extent disparaged, and the youth of Bengal were invited and urged to seek an education of a more practical character, and to follow pursuits of more practical utility, than those which were open to University students. Throughout the later period the Government and the Hon'ble Judges of the High Court have, by various steps, raised the standards qualifying for admission to their service, and have offered considerable inducements to those whose abilities were attested by University degrees. The Senate of the University has moved in the same direction by requiring all candidates for the higher medical education to have passed the First Arts standard. Those who have passed the Entrance examination find it more and more difficult to qualify themselves for any profession unless they go forward to a University degree. The eager desire that has been manifested in many parts of the country for the establishment of new colleges affords a further proof of the value attached to collegiate instruction.

148. Comparing the table of expenditure with that for the previous year it appears that the yearly cost of the education of each student in Government colleges—reckoned according to the orders of the Government of India, not by the average number on the rolls, but by the average daily attendance—has declined from Rs. 407 to Rs. 395. The student's own contribution remains the same; but the cost which he entails on Government has declined from Rs. 282 to Rs. 270. It is of little advantage to compare the cost to Government of each college in successive years, since transfers of Professors from one college to another entail changes of expenditure arising from differences in their grade-pay; the total Government expenditure in all colleges is the important fact. That expenditure has increased from Rs. 2,00,335 to Rs. 2,14,533, the fee-receipts having also increased from Rs. 76,005 to Rs. 86,529. Of the increase of Rs. 14,000 in the Government expenditure, a sum of Rs. 11,000 is explained by the circumstances of the Cuttack College, which has neglected to pay into the treasury its guaranteed contribution. The cost to Government of this institution has accordingly risen from Rs. 5,202 to Rs. 15,367. Orders for the refund of the money due to Government have since the close of the year been carried out. The cost to Government of the Kishnaghur College students has been reduced from Rs. 314 to Rs. 235 each. A still further reduction would have been effected had the money subscribed for the endowment of the college been invested, and the interest paid into the treasury. The Rajshahye College cost nothing to Government during the three months in which a third year class was open; its first and second year classes are maintained by a separate endowment. The Midnapore College is also maintained by a separate endowment, though it has been found necessary to appropriate to the college a certain portion of the school surplus. It is satisfactory that the high cost of education in the Berhampore and Doveton colleges, to which attention was drawn in the last year's report, has been considerably reduced. In the former the cost of each student to Government is Rs. 479 out of a total cost of Rs. 550, against Rs. 795 and Rs. 871 in the previous year. In the latter the cost to Government and the total cost have decreased from Rs. 1,279 and Rs. 428 in 1877 to Rs. 818 and Rs. 273 in 1878.

149. UNIVERSITY EXAMINATIONS.—It is to be observed that the year 1877-78 was distinguished by the general failure of candidates all over Bengal in every University examination. The percentage of successful candidates at the Entrance fell from 54 to 42, at the First examination in Arts from 44 to 30, and at the B. A. examination from 50 to 32. Upon the causes of these fluctuations it is not necessary to dwell at any length; nor need they be ascribed to varying industry or capacity on the part of the students, to greater or less exertion on the part of the teachers, nor in any high degree to variation in the rigour of the standard. A larger or smaller proportion of failures in the corresponding examination of the previous year, and also in the lower examination of two years previous, has considerable effect in determining both the calibre of the candidates as a body, and the percentage of success in at least the more doubtful class of

SUPERIOR INSTRUCTION.

cases. These are general causes, affecting all colleges alike; but in comparing in the next paragraph the success of candidates from Government and from aided colleges, it is necessary to bear in mind the fact that the vacancies in the graded list caused by the casualties of 1876 and previous years, which had never been fully supplied, made it quite impossible to bring the staff of the Government colleges up to the requisite strength, and also made it necessary to transfer officers in a way very detrimental to efficient teaching.

150. *First Examination in Arts.*—The following table gives the particulars of this examination. There were 42 other candidates who paid their fees but were absent from the examination from sickness or other causes. They are excluded from this table :—

First Arts Examination, December 1877.

Colleges.	Candidates examined.	Number passed in— First Division.	Second Division.	Third Division.	Total.
Government—					
Presidency College	73	7	11	13	31
Sanskrit "	6	...	1	1	2
Hooghly "	49	4	4	11	19
Dacca "	69	...	2	12	14
Kishnaghur "	16	..	1	2	3
Berhampore "	13	. .	4	2	6
Patna "	51	1	3	7	11
Cuttack "	9	...	1	1	2
Bauleah "	10	...	2	3	5
Midnapore "	5	...	1	...	1
Total ...	301	12	30	52	94
Aided—					
General Assembly's College	54	2	6	7	15
Free Church "	33	..	5	8	13
Cathedral Mission "	30	...	3	6	9
St. Xavier's "	12	2	4	2	8
Doveton " ...	3	...	1	...	1
London Mission " Bhowanipore ..	20	..	1	9	10
Total ...	152	4	20	32	56
Unaided—					
La Martiniere College, Calcutta ...	1	...	...	1	1
Metropolitan Institution, " ...	77	2	5	11	18
Total ...	78	2	5	12	19
Ex-students and teachers	82	...	4	11	15
Grand Total ...	613	18	59	107	184

151. The candidates at this examination are of three classes—(1) regular students of colleges; (2) ex-students, or those who appear a second time after a previous failure, but without having studied in any college in the interval; (3) out-students, or those who, having failed at the previous examination, attend partial courses of lectures in the subject or subjects in which they may have failed. The two latter classes of candidates have now been practically abolished by a recent order of the University, compelling every unsuccessful candidate to pursue a regular course of study for a further period of six months before presenting himself a second time for examination. At the last examination, however, large numbers of out-students were sent up as candidates from the colleges in which they had been reading. Though the college authorities should not be held responsible for the failure of such candidates, yet in the University returns there is nothing to distinguish out-students from regular students, and the college consequently bears whatever discredit may in this way arise. The Dacca and Patna colleges suffered most from this cause. Of the candidates from the former college 29, and of those from latter 28, were out-students, among whom the proportion of failures was very high. The Kishnaghur and Midnapore colleges, which gained distinction in the examination of the previous year now occupy a very low place. On the other hand, the Berhampore and Rajshahye colleges have succeeded much better than they did at the

SUPERIOR INSTRUCTION. former examination. In both examinations the Cuttack College fared badly. The smaller colleges are taught generally by ungraded officers; but it should be added that small classes are much more manageable and more easily instructed than those of first grade colleges.

152. The following table shows the religion of the candidates. The only comment that need be made is that no Mahomedan passed in the 1st or 2nd grade, and only 12 per cent. passed altogether:—

First Examination in Arts, December 1877.

	Candidates.*	Number passed in— First Division.	Second Division.	Third Division.	Total.
Hindus ...	... 569	16	51	94	161
Mahomedans ...	... 34	...	...	4	4
Christians ...	... 11	2	4	1	7
Others ...	... 41	...	4	8	12
Total	... 655	18	59	107	184

* Including 42 absent.

153. Upon the results of the First Arts examination 49 senior scholarships were awarded. The following table shows the colleges from which the successful candidates came:—

Senior Scholarships, January 1878.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College ...	6	7	13
Sanskrit " ...	...	1	1
Hooghly " ...	1	6	7
Dacca " ...	...	2	2
Kishnaghur " ...	...	1	1
Berhampore " ...	...	3	3
Patna " ...	1	5	6
Cuttack " ...	...	1	1
Bauleah " ...	...	1	1
Total ...	8	27	35
Aided—			
General Assembly's College ...	...	5	5
St. Xavier's " ...	2	0	2
Doveton " ...	...	1	1
London Mission " Bhowanipore ...	...	1	1
Total ...	2	7	9
Unaided—			
Metropolitan Institution ...	...	5	5
Grand Total ...	10	39	49

Out of the 10 scholarships of the 1st grade, which are not (like those of lower grades) allotted to different districts and divisions, but are thrown open to general competiton, 8 were won by candidates from Government colleges, the same number as in the previous year. But while in the previous year the Government colleges secured 43 out of the 49 scholarships, at the last examination only 35 were won by students of Government colleges.

154. Twenty-four of the scholars elected to hold their scholarships in the Presidency College, 6 in the Hooghly College, 6 in the Patna College, 2 in the Dacca College, 1 in the Kishnaghur College, 1 in the Medical College, and 8 in the aided colleges of Calcutta and its suburbs.

Fourteen of the scholars elected the course in literature for the B. A. degree, and 34 that in Science. In the report for the previous year it was noticed that the science course, which the experience of many years past has shown to be the harder of the two prescribed by the University, still attracted the majority of the scholars. It is probable, however, that that consideration has

begun to have some weight, for it will be observed that the number of scholars choosing the course in literature has now increased from 7 to 14. SUPERIOR INSTRUCTION.

155. *B. A. Examination.*—The following table shows the results of this examination. The total number of candidates from Bengal was 179, of whom 16 were absent:—

B. A. Examination, January 1878.

COLLEGES.	Candidates.	First Division.	Second Division.	Third Division.	Total.
Government—					
Presidency College	35	3	5	7	15
Hooghly "	17	2	2	2	6
Kishnaghur "	8	...	2	3	5
Dacca "	5	...	1	...	1
Patna "	10	...	1	4	5
Cuttack "	5	...	...	...	...
Total ...	80	5	11	16	32
Aided—					
General Assembly's College ...	15	...	1	5	6
Free Church " ...	7	...	...	...	...
Cathedral Mission " ...	13	...	1	3	4
St. Xavier's " ...	3	...	1	...	1
Total ...	38	...	3	8	11
Ex-students	29	...	...	6	6
Teachers	16	...	...	2	2
GRAND TOTAL ...	163	5	14	32	51

156. In this examination the Government colleges to some extent recovered their position, passing 40 per cent. of their candidates; while aided colleges passed only 29 per cent., and casual students only 18 per cent. If the staff of a Government college is reduced below its necessary strength, effort is concentrated on those who are reading for the degree, and the chief sufferers are those preparing for the First Arts examination. The almost complete failure of the Dacca College students at this examination was undoubtedly due in some measure to the continued ill-health of the Principal, which finally compelled him to go on furlough. The Cuttack College, in this the first year of its competition for the B. A. degree, failed altogether. Among five candidates, three failed in English, four in mathematics, and three in chemistry. The experimental establishment of this college was designed to test the desire of Uryas for high education, rather than the possibility of successfully carrying on a full college with a staff of ungraded officers. In this point of view the extension of the experimental period from three to five years is an advantage. The Kishnaghur College redeemed its failure in the F. A. examination by considerable success in the examination for the degree.

157. Out of 179 candidates from Bengal, 113 took the course in science, of whom 32 passed; and 66 the course in literature, of whom 19 passed. The proportion of successful candidates in the two courses was this year for the first time very nearly equal. Of 66 candidates for the literature course, three passed in the second division and 16 in the third. In English and mathematics respectively 39 and 41 candidates failed; in the 2nd language 21; in other subjects a small number only. The only Government college in which that course is now regularly read is the Presidency College, which sent 10 candidates, of whom three passed. Of 113 candidates for the science course, five passed in the first division, 11 in the second, and 16 in the third. These results show that, as in previous years, the course in science is chosen by the most capable students. As in the literature course, English and mathematics were the most dangerous subjects, claiming 59 and 53 failures respectively. In chemistry 30 candidates failed. Of the alternative subjects of physics and botany, 21 candidates failed out of 65 in the former, and 17 out of 45 in the latter.

SUPERIOR INSTRUCTION.

158. The religion of the candidates is shown in the following table:—

B. A. Examination, 1878.

	Number of candidates.	Number passed in— First Division.	Second Division.	Third Division.	Total.
Hindus	149	4	11	27	42
Mahomedans	9	1	2	.	3
Christians	6	...	1	2	3
Others	15	...	...	3	3
Total ...	179	5	14	32	51

The Eshan University scholarship of Rs. 45 a month is given to the Hindu candidate who stands first on the list of B. A. candidates; it was awarded this year to Surja Kumar Agasti of the Presidency College.

159. *M. A. Degree Examination.*—The number of candidates for honors from Bengal was 28, or five more than in the previous year. Of these 15 passed. Eleven took up English, and six passed, four from the Presidency College, one from the Cathedral Mission College, and one from Kishnaghur. Of two candidates from the Sanskrit College, one passed in Sanskrit. Seven candidates from the Presidency College took up mathematics, and four passed. Two candidates from aided colleges and one from the Presidency took up philosophy; one of the former passed. Physical science was taken up by two candidates from the Presidency, of whom one passed; and botany by three candidates from Hooghly, of whom two passed.

160. I have found no reason to alter the high opinion I expressed in my report for last year with regard to the successful students at the honor examinations of the University. It is gratifying to those who are engaged in promoting high education to see that the Government of Bengal has in more than one instance during the past year selected such students for responsible and honorable employment in its service.

College Reports.—The following accounts of the progress of higher education in the colleges affiliated in Arts to the University are taken from the annual reports of the Principals.

161. *Presidency College.*—As usual, considerable changes have taken place in the staff of the Presidency College in the year under report. Mr. Downing, of the Civil Engineering Department, returned in April and set free Mr. Mills, who reverted to his duties in the Public Works Department. Mr. Gilliland joined the General Department on the 15th of October 1877, and took up Mr. Mowat's work in the Civil Engineering Department on the transfer of the latter to the Dacca College on the 2nd of January. On the 5th of January Mr. Pope left the Presidency College, having been appointed to officiate as Principal of the Dacca College, and his place was taken up by Mr. Webb. Mr. Hand's illness, which has compelled him to take furlough, has necessitated the temporary suspension of two lectures on composition. The rest of his work has been taken by Mr. Webb, and Mr. Webb was for a time relieved of some of his lectures by Mr. Garrett. Babu Nilmani Mookerjea, Assistant Professor of Sanskrit, has taken sick leave in two instalments during the year. His place has been filled by Babu Syama Charan Mookerjea, Head Pundit of the Hindu School.

162. The comparative strength of the general department of the College on the 31st of March during the last four years is shown in the following table:—

	1875.		1876.		1877.		1878.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
General Department—								
Honor class	17	......	18	......	15	......	11	......
Fourth year class	91	7	61	5	36	9	65	9
Third " "	46	5	33	6	64	10	45	10
Second " "	94	9	128	34	93	27	123	30
First " "	102	......	70	......	101	......	85	......
Total ...	350	21	310	45	309	46	329	49

From this it appears that there is an increase of 20 in the number of regular students, and of three in the number of out-students, *i.e.* students of

other colleges who attend lectures on physical science and chemistry in this college on the terms laid down by Government. The numerical strength of the first year class has fallen off this year. This may be accounted for by the fact that a cheaper education may be obtained in private institutions in this city. On the other hand, a first year class of 101 in 1877 has grown into a second year class of 123, chiefly owing to the return of unsuccessful candidates after the examination. The numerical weakness of the third year class is due to the small percentage of successful candidates in the last F. A. examination. Only eleven students are reading for honors, in all respects the most satisfactory part of the University curriculum.

SUPERIOR INSTRUCTION.

It has been found necessary to divide the second year class into two sections. The first year class is more manageable owing to its smaller numbers; partly for this reason, and partly because the college staff is under-handed, it has not been deemed advisable to divide it.

163. Out of the 123 students composing the second year class, 104 have elected to take up chemistry and 19 psychology at the next F. A. examination. Amongst the students who have chosen psychology, two hold junior scholarships.

Of the 45 students in the third year class, 28 have taken up the B. or science course, and 17 the A. or literature course. The number of scholars in these two sections is 15 and 3 respectively. The science course, as usual, has attracted the larger number of promising students. All the A. students have selected history and psychology out of the three optional subjects which they may take up, viz. mathematics, history, and psychology. Of the optional subjects in the B. course, physics alone is taught in the Presidency College.

The fourth year class consists of 65 students, out of whom 44, including 19 senior scholars, have taken up the B. course, while 21, including five senior scholars, have taken up the A. course. Out of 21 A. course candidates, 16 have taken up history and psychology, and five psychology and mathematics.

Out of a total of 233 students who have had the option of taking up psychology or science, 176 have taken the latter, and 57 the former.

164. Classifying the students according to the social position of their parent or guardians we find 21 belonging to the upper classes of society, and 308 to the middle. And according to religion, we find 316 Hindus, 10 Mahomedans, and three Christians on the rolls on the 31st of March.

165. The first year class was examined by the Professors of the College in November last in those portions of the First Arts course which they had read during the year. The results were tolerable, and none of the junior scholars was deprived of his scholarship for unsatisfactory progress. One student, who absented himself from the examination without any valid reasons was requested to leave the college.

From the second year class 83 candidates were sent up to the F. A. examination, of whom only 31 passed, seven in the first division, 11 in the second, and 13 in the third. Ten were absent. Of the 42 failed students, 41 were rejected in English, 28 in the second language, 22 in history, 24 in mathematics, 33 in logic, 36 in chemistry, and one in psychology. Upon the result of this examination six senior scholarships of the first grade and seven of the second were awarded to successful students from this college. Ram Nath Chatterjea, who stood first among them, obtained the Gwalior gold medal.

The third year was not examined, as the Professors reported favourably of their progress during the year.

The college sent up 39 candidates to the B. A. examination, 10 taking up the A. course, and 29 the B. course. Of the A course candidates only three passed, and these in the third division. One was absent from the examination, and six failed. Of these, five failed in English, one in the second language, and six in mathematics. Of the 29 candidates who took up the B. course, only 12 passed; three passed in the first division, five in the second, and four in the third. Four were absent from the examination, and 13 were rejected. Of the last, 11 failed in English, 11 in mathematics, five in chemistry, one in physical geography, and six in physics.

166. Surja Kumar Agasti, a graduate of this college who went out in the B. course, obtained the Eshan and Vizianagram University scholarships. He is now reading for Honors in mathematics.

INSTRUCTION.

The following seven graduates were also elected foundation scholars, the subjects they have taken up for Honors being recorded against their names :—

1.	Ausutosh Gupta	Mathematics.
2.	Upendranath Moitra	Ditto.
3.	Kali Sankar Sukul	History.
4.	Haridas Banerjee	Mathematics.
5.	Surendranath Mitra	Ditto.
6.	Saroda Prosad Ghosh	English.
7.	Ram Charan Mullik	Ditto.

The Honor class of the present year contained on the 31st of March 11 graduates, three of whom are studying English, seven mathematics, and one history.

167. Seventeen candidates presented themselves at the last examination for Honors in Arts. Of these only nine passed. Their names, the classes they obtained, and the subjects they took up, are given below :—

Names.	Classes.	Subjects.
1. Haradhon Nag	Second	English.
2. Brajo Gopal Mookerjee	"	"
3. Syama Kanta Nag	Third	"
4. Promoda Krishna Sinha	"	"
5. Chandra Sekhar Sarkar	Second	Mathematics.
6. Braja Gopal Bagchi	"	"
7. Byomkes Chakravarti	"	"
8. Ramlal Datta	Third	"
9. Haran Chandra Mookerjee	First	Physical Science.

Nine candidates appeared at the last M. A. examination, five taking up English, one history, one mathematics, and two physical science. Of these, three passed in English and two in mathematics. The rest failed.

168. *Sanskrit College.*—This is an Anglo-Sanskrit institution. The Sanskrit studies are carried on to the M. A., and the English studies to the F. A. standard of the Calcutta University. The College is also open to such as may wish to pursue the study of Sanskrit exclusively. For all the students the course in Sanskrit is wider than that for the University examinations, and consequently a large number of the students who pass the Entrance examination from the school department of the Sanskrit College elect to continue their reading in some other institution where the Sanskrit course is not so heavy.

In the college classes there were on the 31st of March last 36 students, against 29 in the preceding year. The income from fees amounted to Rs. 1,685, against Rs. 1,193 in the preceding year, while the total outlay amounted to Rs. 16,040, against Rs. 18,935, the cost to Government being Rs. 14,356, against Rs. 17,743.

The results of the last examinations were not very favourable. At the F. A. examination two candidates passed, at the B. A. one, and at the Honor examination one. It is right to mention, however, that all the three candidates who went up to the B. A. examination passed in Sanskrit.

The Officiating Principal expresses himself satisfied with the work done by the officers of the institution, mentioning more especially Babus Jadu Nath Mookerjea, the Head-master; Girish Chandra Vidyaratna, Sri Chandra Ghosh, and Biseswar Chatterjea.

169. *Hooghly College.*—Mr. Griffiths continued to officiate as Principal of the college during the year. On the retirement of Mr. Rogers from the service on the 20th of March 1878, Mr. Cantopher was appointed to officiate temporarily as Assistant Professor. The graded staff of the college at present consists of the Principal, Dr. Watt, and the Revd. Lal Behari Day.

The following statement gives the number of students on the rolls of the General Department of the college on the 31st of March for the last four years:—

	1875.	1876.	1877.	1878.
Honor class	...	2	4	3
4th year "	12	12	11	33
3rd " "	9	8	33	15
2nd " "	40	63	59	84
1st " "	52	46	60	73
Total	113	131	167	208

It will be observed that the third year class is much smaller than it was last year. Of the 19 who passed the F. A. examination, three left to join the Medical College, three were unable to continue their studies from want of funds (two of these have since obtained employment as teachers in schools), and one, a Behari, has gone to the Patna College. The remaining 12 form the third year class with the addition of three outsiders. SUPERIOR INSTRUCTION.

The best student of the fourth year class, a first grade senior scholar, has been obliged to give up reading on account of ill-health, and has consequently left the college and lost his scholarship. The best of the remaining students of the same class has gone to the Presidency College in the hope of obtaining one of the valuable scholarships open to students of that college on passing the B. A. examination.

Only the B. course is read in this college for the B. A. degree, botany being the optional subject taken up. Of the 157 students in the first and second year classes, 146 read Sanskrit, one Arabic, and 10 Persian. On the 31st of March there were in the college 187 Hindus, 19 Mahomedans, and two Christians.

170. Fifty-two students of the second year class obtained permission to appear at the F. A. examination. One failed to present himself, and one was turned out for copying. Of the remainder 19 passed, four in the first division, four in the second, and 11 in the third. Of the 31 unsuccessful candidates, 25 failed in English, 15 in the second language, 8 in history, 11 in mathematics, 24 in logic, and 20 in chemistry. Upon the result of this examination one senior scholarship of the first grade, six of the second grade, and two Mohsin senior scholarships were awarded to the successful candidates from this college.

Seventeen students went up for the B. A. examination. One was unable to attend on account of sickness, and one was turned out of the examination hall. Of the remaining 15, six passed; two in the first division, two in the second, and two in the third. Of the nine who were rejected, eight failed in English, three in mathematics, two in chemistry, three in physical geography, and four in botany. Three ex-students of the college applied to be examined, but only one of them appeared, and he failed in all the subjects.

Two Laha graduate scholarships of Rs. 40 and 25 a month respectively were awarded to Chandra Narayan Ray and Muzhurul Anwar of this college. The former was third and the latter sixth in the first division at the last B. A. examination. The Thwaytes gold medal was awarded to Chandra Narayan Ray, who stood first in mathematics among the B. A. graduates of this college.

Three candidates went up from this college for honors in botany. Two passed in the second division and one failed. One regular student of the college, and two ex-students appeared at the M. A. examination. Two passed in botany and one in English.

171. The total fee-income of the college has risen from Rs. 9,058 in 1876-77 to Rs. 11,889 in 1877-78. The difference of Rs. 2,831 is due to the increase in the number of students, and to the tuition fee having been Rs. 6 throughout the year, while last year the fee was Rs. 5 for three-quarters of the year, and Rs. 6 for the remaining quarter. The total expenditure of the college has risen from Rs. 38,950 to Rs. 44,448, owing to the increase in the salaries of the graded officers and to a somewhat fuller staff.

172. The botanical garden is in much the same state as it was last year; there has been no new work done to call for special remark. The total cost of the garden has been Rs. 1,138-12-10; last year it was Rs. 1,137-8-7. The Curator's salary is higher this year, but the contingent charges are less.

173. There were 41 boarders in the Hindu hostel on the 31st of March last year, and 66 this year. Of these, three are teachers, 35 students of the college, 23 pupils of the collegiate school, three pupils of the survey school, and two pupils of the branch school. The boarding fee is Rs. 4, and Government allows eight annas a head for each boarder, making a total of Rs. 4-8, of which one rupee goes for rent and the remaining Rs. 3-8 are spent in food. The advantages of the hostel are gradually becoming appreciated, but there seems to be room for improvement in its management; and it is intended next year to introduce a different system. It is proposed to allow the boarders to elect six of their number to form a committee, who will assist the Superintendent in getting as good food as possible for the price, will check the monthly accounts before they are submitted

INSTRUCTION. to the Principal, and will have some power to dismiss cooks, &c. The members of the committee will have to be changed periodically. The cost of the hostel to Government has been Rs. 776-8, against Rs. 653 of the previous year; the difference is due to the increase in the number of boarders.

174. Moulvie Abdur Rouf, the Resident Manager of the Mahomedan hostel, was removed in May, and Moulvi Tamizuddin Ahmad, 10th master of the collegiate school, was appointed on trial to be Resident Manager in his place. On the 31st of March 1877 there were 81 boarders in the hostel, and on the 31st of March 1878 there were 79, of whom 62 were pay-boarders and 17 free. Of the 17 free boarders, two are college students, four madrasah students, and 11 pupils of the collegiate school. Of the 62 pay-boarders, nine are college students, six madrasah students, and 47 pupils of the collegiate school. When free boarderships fall vacant, preference is given to students known to be poor; at the same time their general good conduct, regular attendance, industry, and progress in their studies are taken into consideration. The cost of the hostel charged to the Mohsin Funds is Rs. 1,890-8; the corresponding amount last year was Rs. 1,977.

175. Thirty-seven students attended the gymnastic classes on the 31st of March 1877, and 55 on the 31st of March 1878. Of these, 13 were college students, 40 pupils of the collegiate school, and two pupils of the survey school. The average attendance during the year has been 32. The time allotted to gymnastic exercise is one hour in the morning and one hour in the evening.

176. *Dacca College.*—In May 1877 Mr. Archibald, Professor of Mathematics, was transferred to the Patna College, and in December 1877, Mr. Stack, Professor of English language and literature, was appointed to act as Inspector of the Eastern Circle. Mr. Ewbank, the Principal and Professor of Physical Science, left India on furlough on the 8th of January 1878. The vacancies thus caused were provided for by the appointment of Mr. Pope as officiating Principal, of Mr. Mowat as Professor of Mathematics, and of Dr. P. K. Roy as Assistant Professor of Physical Science.

177. The number of regular students on the 31st March was 129, distributed as follows:—

	1876-77.	1877-78.
Honor class	0	1
4th year "	5	12
3rd " "	12	12
2nd " "	45	54
1st " "	66	50
	128	129

There were also 29 out-students, of whom 25 were in the second year and four in the fourth year.

178. Babu Mohini Mohun Das, the proprietor of the school known lately as the Pogose school, has offered four scholarships, tenable for four years in the college during good behaviour by any four students of that school who fail to obtain a Government scholarship on passing the Entrance examination.

179. The expenditure of the college amounted to Rs. 32,058, of which Rs. 9,144 were contributed by fees and fines. The receipts are larger than in the year before owing to the raising of the fees; the expenditure is smaller owing to the appointment of officers on lower salaries.

180. For the First Arts examination 43 regular students appeared, and 10 passed. In the B. A. examination five candidates appeared and one passed. In addition to these, 27 out-students went up for the F. A. examination, and three passed, all in the third division. For the success or failure of these students the college is in no way responsible, as they attended one lecture only.

181. Both the college and the school have suffered greatly from the confined space in which the classes have hitherto had to work. The only accommodation for the chemistry and physical science classes consists of two small rooms, into one of which is crowded all the science apparatus, and into the other 50 or 60 students, many of whom have to stand at the doors. Some of the classes in the school cannot be divided into two sections, as they ought, owing to want of room. The appeal to the public for subscriptions towards a new building had produced up to the end of the year Rs. 15,100, of which

Moulvie Golam Ali Chaudhuri, of Furreedpore, contributed Rs. 10,000, and Rajah Haris Chandra Chaudhuri, of Mymensingh, Rs. 5,000. With this amount, added to the Government contribution of Rs. 10,000, the Pogose school building was purchased for a sum of Rs. 22,000, and the necessary repairs are now being carried out.

SUPERIOR INSTRUCTION.

182. On the 31st March the gymnastic classes were attended by 108 students, and the work has been going on steadily. The annual athletic sports were held on the 11th and 12th March. The European and native gentlemen of Dacca acted as stewards and subscribed liberally towards the Prize Fund. The champions are Amulya Nath Chaudhuri of the collegiate school, among the seniors, and Upendra Nath Chatterjea, also of the collegiate school, among the juniors. The former was run close by Basanta Chandra Deb, the champion of last year. The annual cricket match between "College" and "Station" was played on the 16th February last. The College won in one innings. The return match was played on the following Saturday. It was a one innings match, and was a closer game, resulting in a second victory to the College.

183. *Berhampore College.*—On 31st March last there were 39 students in the two college classes, against 37 on the same date in 1877. The total cost of the College Department for the year was Rs. 17,050, of which Rs. 2,210 was met from the fee income; the cost in the preceding year was Rs. 20,206, and the income from fees Rs. 1,756.

Of 13 candidates who went up to the F. A. examination, six passed, four in the second, and two in the third division.

The gymnastic class was fairly attended throughout the year. The hostel had a monthly average of 15 boarders; it cost Rs. 1,795, while the fee-receipts amounted to Rs. 611. Ray Barada Prosad, Rai Bahadoor, of Cossim Bazar, pays Rs. 30 a month towards the schooling fees of poor students.

184. *Patna College.*—After various changes the staff on the 31st March last consisted of Mr. McCrindle, Mr. Willson, and Mr. Archibald, assisted by several lecturers.

The number of students was 123, 15 being out-students—an increase of 16 over the total number in the preceding year, and of 28 in the number of regular students. The proportion of Bengali students has decreased from 47 to 46 per cent., and the proportion of Mahomedans from 17 to 13 per cent.

The income from fees amounted to Rs. 6,361, showing the large increase of Rs. 1,240 over the income of the preceding year. This was chiefly due to the raising of the fees from Rs. 5 to Rs. 6 a month. The expenditure was Rs. 38,742, a trifle less than in the preceding year.

Of 26 candidates who went up to the F. A. examination, only eight passed, one in the first, two in the second, and five in the third division. Mr. McCrindle explains this poor outturn as due to the large number of out-students. Of 11 candidates at the B. A. examination, five passed. This was not so good a result as the Principal expected. The failures were five in English, five in mathematics, four in botany, and two in chemistry.

Dr. Prasanna Kumar Roy, before his transfer to Dacca, started a scientific association among the students, which is succeeding admirably. Lectures have been delivered by Messrs. Willson and Archibald, and the members have a reading-room for scientific literature.

185. *Cuttack College.*—There were no changes in the staff during the year. The number of students on the 31st of March was 39 regular students and one out-student: 33 are Hindoos, two are Mahomedans, and four Christians; 14 are Uriyas and 19 Bengalis.

Of 10 candidates at the F. A. examination, only two passed, and none of the five candidates for the B. A. degree passed the examination. These very poor results are ascribed by the Principal to the indolence of the students.

The gross grant to the college was Rs. 19,500. Of this sum Rs. 15,367 was drawn from the treasury, while fees amounted to Rs. 1,521. No portion of the guaranteed subscriptions was paid to the credit of the college; the money was regularly collected, but it was deposited in sealed bags in the treasury. The account has now been adjusted.

Although the college has not as yet achieved the object for which its present status was given to it, namely, to enable natives of the province to qualify for the higher examinations of the Calcutta University, yet this higher

SUPERIOR INSTRUCTION.

status has already had a beneficial influence on superior education, and the first and second year classes are now more numerously attended than at any previous time. Its establishment has stimulated local liberality in various ways, for besides the ten junior and two senior Government scholarships, endowments have been made of two Mayo scholarships, two Dhenkanal scholarships, one Mohurbhunj, and one Prince of Wales' scholarship, all tenable in the Cuttack College.

186. *Midnapore College.*—The number on the rolls in March last was 17, against 18 in the previous year. The head-master does not think that the number is likely to increase sensibly for years to come, as all students who can afford it go up to Hooghly or Calcutta.

Of five candidates, only one passed the First Arts examination. The head-master represents the prevalence of fever as the indirect cause of this poor result.

The expenditure was Rs. 5,040, of which Rs. 897 was met from fees, Rs. 3,599 from endowments, and Rs. 544 from the surplus income of the collegiate school.

187. *Rajshahye College.*—During the year this institution was raised from the position of a second grade college to that of a full college, teaching the B. or science course for the B. A. degree. A third year class has accordingly been opened, and a mathematical professor on Rs. 200, and a science lecturer on Rs. 150, were added to the staff. It is also proposed to appoint a graded European Principal as soon as the fourth year class is opened. The increased expenditure is to be met by a Government contribution of Rs. 6,000 a year, and by an equal amount to be received as interest on a sum of Rs. 1,50,000 with which the Rajshahye Association is to endow the college. The permanency of the college on its present improved footing is dependent upon the number of pupils in the third year class of next session. Last March the students were 41, against 30 in the preceding year, and 26 in 1876. Only one of these students is a Mahomedan. There were ten candidates at the First Arts examination, and five passed.

The total receipts of the college were Rs. 8,654, and the disbursements Rs. 7,148. Of the receipts, Rs. 1,235 were from fees, Rs. 5,000 from the Dubalhati endowment, and Rs. 2,000 from the Rajshahye Association.

188. *Chittagong College.*—The second year class was opened on the 9th of January last with eight students; there were also seven in the first year class.

Besides the sum of Rs. 2,500 set aside for the college classes from the donation of Rai Golak Chundra Chowdry, Bahadoor, other savings were made from the same donation to the amount of Rs. 5,620, and Rs. 4,000 of that sum were invested for the establishment of a scholarship. The Government grant of Rs. 5,000 comes to an end in December 1878; but on the occasion of his visit to Chittagong, the Lieutenant-Governor held out hopes of allowing the surplus balance of the school to be transferred to the college, on condition of further efforts being made to raise local subscriptions. The question is still undecided.

189. *Rungpore College.*—The first year class was opened in the beginning of 1877 with 17 pupils, 10 of whom belonged to the district. The other seven seem to have been attracted by the rumour of free studentships, and to have left when they learnt that they were required to pay fees. In the present session the second year class has nine students, all from Rungpore, and the first year class has seven. The head-master does not seem very hopeful as to the future of the classes, so long as there are so few feeder schools in the neighbouring districts.

The total receipts were Rs. 314 from fees, Rs. 702 from subscriptions, and Rs. 2,063 from Government. The expenditure was Rs. 3,080.

190. *General Assembly's College.*—The number of students was 333, of whom 125 were in the first year class, 141 in the second year, 28 in the third year, and 39 in the fourth year. There has been an increase of more than 100 over the numbers in the preceding year, and of 200 over those of 1876.

Of 56 candidates 15 passed the F. A. examination, five obtaining Government scholarships. Of 17 candidates six passed the B. A. examination, two of whom stood at the top of the class list in Sanskrit, one gaining the gold medal of the University, and both gaining scholarships in the Sanskrit College.

191. *Cathedral Mission College.*—The number of students was 86, namely, 21 in the first year, 24 in the second, 20 in the third, and 21 in the fourth year classes. In the preceding year the number of students was 90.

Of 31 candidates nine passed the F. A. examination. Of 13 candidates four passed the B. A. examination, and one candidate passed the Honor examination. The expenditure was Rs. 22,296, and was met with Rs. 16,776 from fees and college funds, and Rs. 5,520 from Government. SUPERIOR INSTRUCTION.

192. *Free Church College.*—The number of students was 99, against 102 in the previous year, namely, in the first year class 23, in the second 49, in the third eight, in the fourth 13, and in the Honor class six. The Government grant-in-aid was Rs. 5,520, and the fee-receipts Rs. 4,381. The expenditure was Rs. 22,440.

193. *St. Xavier's College.*—The number of students was 105, against 82, being in the first year class 50, in the second 29, in the third 16, and in the fourth 10. At the F. A. examination eight passed, and two obtained senior and Duff scholarships; and at the B. A. examination two passed. The college buildings have been enlarged with aid from Government.

194. *London Mission College.*—The number of students was 60, against 51 in the preceding year. The F. A. examination was passed by 10.

195. *Doveton College.*—The number of students was 18, against 12 in the preceding year; one in the third year, eight in the second, and nine in the first year. Of three candidates sent up to the F. A. examination one passed. The Government aid was Rs 3,000.

196. SPECIAL INSTRUCTION.—This department comprises the subjects of law, medicine, and engineering, surveying schools, industrial schools, and the school of art. The general statistics are shown in the following table:— SPECIAL INSTRUCTION.

Statement of Attendance and Expenditure in Schools for Special Instruction for 1877-78.

	Number of pupils on the rolls at the end of the year.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Mahomedans.	Others.	Expended from Government.	Expended from other sources.	Total expended.
Government Law Schools.								Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency College	207	158	158	1	198	7	1	......	16,002 7 11	16,002 7 11
Hooghly "	38	23	17	..	35	3	...	594 12 0	1,805 4 0	2,400 0 0
Kishnaghur "	16	9	8	...	16	..	...	......	610 8 0	610 8 0
Dacca "	19	15	10	...	18	1	...	1,070 0 0	1,330 0 0	2,400 0 0
Patna "	36	25	18	2	26	8	...	......	2,400 0 0	2,400 0 0
Total ...	316	230	211	3	293	19	1	1,664 12 0	22,148 3 11	23,812 15 11
Civil Engineering Department, Presidency College	87	97	85	4	82	1	...	27,568 1 1	6,720 8 0	34,288 9 1
English Department, Medical College, Calcutta	145	246	241	38	102	2	3	1,45,484 7 9	13,139 2 0	1,58,623 6 9
Government Medical Vernacular Schools.										
Sealdah	326	330	211	...	323	3	...	28,951 0 0	11,645 0 0	40,596 0 0
Patna	185	175	177	3	62	120	...	27,554 7 10	1,100 13 0	28,655 4 10
Dacca	143	222	98	...	138	5	...	11,912 11 3	6,349 6 4	18,402 1 7
Cuttack	32	32	25	3	28	1	...	3,065 10 0	... ..	3,065 10 0
Total ...	686	759	511	6	551	129	...	71,483 13 1	19,095 3 4	90,579 0 5
Government Survey Vernacular Schools.										
Hooghly	12	35	28	...	12	...	...	1,671 11 11	481 4 4	2,153 0 6
Dacca	38	44	36	...	35	3	...	2,085 12 9	224 0 0	2,509 12 9
Patna	74	67	54	...	30	44	...	2,047 12 11	632 6 0	2,680 2 11
Cuttack	36	35	29	..	36	...	...	1,739 4 1	182 8 0	1,921 12 1
Total ...	160	181	147	..	113	47	...	7,544 9 8	1,720 2 4	9,264 12 0
Government School of Art, Calcutta	89	98	66	...	88	1	...	17,392 15 11	3,053 0 0	20,445 15 11
Government Technical Schools.										
Artizan School at Ranchi	26	23	21	25	1	...	...	454 12 3	688 3 3	1,142 15 6
Ditto at Dacca	25	23	16	...	21	4	...	2,639 10 1	1,423 9 11	4,063 4 0
Dehree workshop for Europeans ..	40	38	37	34	5	1	...	9,843 5 0	......	9,843 5 0
Ditto for Natives ...	57	52	48	...	36	21	...	540 0 0	......	540 0 0
Total ...	148	136	122	59	63	26	...	13,477 11 4	2,111 13 2	15,589 8 6

Comparing the figures with those in the last report, it appears that the number of law students has increased from 222 to 316, that the number of students in the Medical College has declined from 176 to 145, and of those in the Engineering college from 124 to 87. All these departments of instruction

SPECIAL INSTRUCTION.

are connected with the University. As regards instruction of a lower class, the pupils in vernacular medical schools have declined from 862 to 686, while those in vernacular survey schools have slightly advanced from 159 to 160. Technical schools number 148 pupils against 116 in the previous year. The attendance at the School of Art has fallen from 119 to 89.

197. The causes of the general decline in scientific instruction have been in operation for some time past, and were described in the report for last year. Fewer students enter the Medical College than in former years, owing to the substitution of the First Arts for the Entrance certificate as the qualification for admission. The Government demand, again, for medical officers is not great enough to absorb the supply of medical graduates. The students passing out of the Calcutta Civil Engineering college are in much the same position, but there is reason to hope that the newly-formed district establishments will give employment to a considerable number of those. The novelty of the vernacular medical schools has to a certain extent worn off; new pupils are admitted in smaller numbers than before, and many of the old pupils have ceased to attend. No doubt, however, can be entertained about the ultimate success and permanent usefulness of these schools. It is the same with the vernacular surveying schools. The pupils are generally well taught and become efficient surveyors. The present report shows the result of the first examination that has been held for the final certificate, and from one school at least the passed candidates have found employment without difficulty.

198. The proposal to establish an industrial school at Bankipore in honour of the visit of the Prince of Wales has fallen through. The money subscribed amounted to Rs. 42,000, yielding an income of Rs. 140; and the Government offered to make a grant of Rs. 250 a month, provided the school was opened under a qualified Superintendent on Rs. 200, and with a total establishment of Rs. 351 a month. The difficulty in this, as in all similar cases in which technical schools are dependent on private enterprise, is that no provision is made or can possibly be made for the establishment of a workshop on a suitable scale. A mere toy workshop is of no service: if useful and thorough instruction is to be given, the school must be attached to a real workshop conducted on sound business principles.

199. The Lieutenant-Governor therefore formed the design of utilising the funds subscribed for the Bankipore school by establishing scholarships for Behar boys tenable in the workshop-school at Dehree. Colonel Haig accordingly submitted to Government a note on this subject, in which it was proposed to enlarge the Dehree upper school in three ways. Firstly, the school was to be thrown open to all European boys able to pass the examination for entrance, and willing to pay the full amount of Rs. 20 a month; the present apprentice students paying only Rs. 5 a month out of the total. Secondly, scholarships tenable at Dehree were to be granted to Beharis from the Bankipore School Fund; each scholarship to be of the value of Rs. 8 a month, which is the estimated cost of maintenance of the Bengali apprentices now in the school, and towards which they contribute a fee of one rupee a month. Thirdly, a sum of Rs. 8,000 or Rs. 10,000 was to be granted from provincial revenues for the establishment of scholarships at Dehree for Europeans and Bengalis; the scholarships to be assigned to different colleges and schools throughout Bengal.

200. The feasibility of the scheme in its present form is affected by the following considerations. For 24 vacancies recently offered for competition on the usual terms, namely, that Government should pay Rs. 15 and the pupil Rs. 5 of the expenses of his maintenance, only 42 candidates appeared, and not more than 30 were qualified. The existence of a large supply of qualified candidates, able and willing to pay the whole expenses of their maintenance, would thus appear to be doubtful. On the other hand, I gather that the new class of candidates would not be required to serve as apprentices, and this fact, together with the proposed establishment of scholarships, would probably make the school attractive to larger numbers of European students. As regards Behari students, all my information leads me to believe that those who learn English will regard the school with indifference. The Deputy Inspector of Bhagulpore is the only officer in the province who expects to be able to send pupils to the school. It will of course be understood that there

SPECIAL INSTRUCTION.

is another and lower class of pupils, many of whom would enter the school with alacrity if they could secure the preliminary education which would fit them for admission. These are the pupils of the vernacular school at Dehree, all of whom are apprentices learning trades in the shops, and most of whom are sons of artisans employed therein. Colonel Haig's proposals indeed involve the addition of an English class to the lower school, in order to bring up the pupils to the requisite standard. Such pupils could certainly be educated up to the standard of admission to the upper school; the only drawback is that the proposal would do nothing towards attracting the literary class to technical pursuits.

201. The scope of the Dehree school has, however, been enlarged by the recent revision of the course of instruction, the standard of which has been considerably raised. The Government of India required that the course should be so framed as to qualify the pupils for the position of foremen mechanics in a workshop, rather than for that of overseers in the Public Works Department. The standard revised in accordance with these instructions now includes in Mathematics, the subjects of algebra, Euclid, mensuration, plane trigonometry, statics, dynamics, and hydrostatics; in Natural Science, the subjects of chemistry, experimental physics, and physical geography; in Drawing, projections, practical geometry, free-hand drawing, and the drawing of machinery; and in Mechanical Engineering, the subjects of applied mechanics, estimating, mechanism, and the steam-engine. The test for admission to the school is confined to arithmetic, and a little algebra and Euclid, and the school time is limited to four hours a day; but Colonel Haig, the head-master, the pupils, and all concerned, are confident that this somewhat high standard is not beyond their reach in a period of four years' study, even though six hours of every day is spent in the workshops. There is no doubt whatever that, if this standard can be achieved, the Dehree school will turn out a body of young men fully qualified to take charge of extensive workshops or factories.

202. In January 1878 the Government of Bengal appointed a Committee to examine and report upon the means of providing thorough technical instruction to those who wished to adopt one of the branches of Engineering as a profession. The necessity for connecting the schools to be thus established with workshops in actual operation was insisted on; and Calcutta was named, in addition to Dehree, as the best site for a large workshop (the need for which was independently felt), and for a school in connection with it. The Committee met twice before the close of the year. It was estimated that the work to be done would abundantly justify the erection of shops on the largest scale. In considering what manner of schools should be established in connection with the shops, the Committee kept in view the following points:—

Firstly, that two separate courses of instruction were necessary in order to train candidates for employment in the Public Works Department or on district roads; the upper course designed for those who desired to become engineers of roads and bridges, and the lower course for those who wished to qualify for subordinate appointments of the same kind. These are the objects for which the Civil Engineering College is maintained. That college would therefore come under the consideration of the Committee; and it was noticed that theoretical and practical work were unduly dissociated under the present regulations, by which a student has only one year's training in a workshop after the completion of his college course.

Secondly, that two other separate courses were required for the training of men designed for mechanical pursuits; the upper course for those who desired to become mechanical engineers of the highest class and directors of large manufacturing establishments; and the lower course for the training of overseers of shops and factories, foremen of works, &c. For neither of these two purposes is special proficiency in a single trade needed; it will be sufficient if a man has such practical skill as may be gained by four years' work with his own hands alternately in the pattern-shop, the forge, the foundry, and the fitting-shop.

The difference between the upper course and the lower course in either branch, whether of civil or of mechanical engineering, will be that, while theoretical and practical training are combined in both, the upper course will carry theoretical instruction to a much higher standard.

SPECIAL INSTRUCTION.

203. The object of the Committee has therefore been to provide instruction, on the one hand for district engineers and for overseers of roads through the Civil Engineering College; on the other hand for mechanical engineers and overseers of works through the technical school to be established in connection with the new workshops. Students of these four classes should be required to know English to the entrance standard, and should be taught through English. But the proposals do not involve the training of mechanics, that is, of men skilled in particular trades. It is thoroughly understood that, in order to produce workmen of this class, nothing can supersede the ordinary mode of apprenticeship. No school is needed for this purpose; the only school in which men can learn their trade is the workshop. But that condition being understood, schools for workmen, whether apprentices or skilled mechanics, can with advantage be set up. The object in the one case would be to provide apprentices with the rudiments of education (if they do not already possess it), in the belief that the more intelligent the man, the better the workman. And in the case of skilled mechanics, the object is to select the most skilful and intelligent among them, and to give them further instruction, by means of night classes like that already set up by Colonel Hyde, in mechanical drawing with the use of scales, and possibly in the elementary principles of mechanics. "Foremen," says Colonel Hyde, "are the best and most skilled of journeymen, who have acquired sufficient education to enable them to take the lead and maintain the position of foremen. A good foreman can, as a rule, outwork any man under him."

204. The foregoing considerations serve to show that any such project as that of the industrial school at Bankipore must end in failure. They also appear to show that the training now to be given at Dehree is not that which will produce foremen mechanics, but rather the next higher class, or managers of shops and overseers of works; since the pupils are not skilled mechanics in any one trade, but possess a general acquaintance with all, together with a technical education of a high standard. As regards the proposed Calcutta school, the Committee have not yet completed their report.

205. LAW.—There are five Government Colleges to which a law class, reading to the B. L. degree, is attached. These are the Presidency, Hooghly, Kishnaghur, Dacca, and Patna Colleges. Each college has also a class reading for the first-grade pleadership examination prescribed by the High Court. Such a class has also been opened during the course of the year in the Chittagong College. The total number of law-students has increased from 222 to 316. Law is the only department under special instruction which shows an increase in the number of pupils attending it. This is due, not necessarily to any increasing popularity of the profession, but rather to the fact that an exceptionally large number of candidates passed the First Arts examination in December 1876, and these in due course joined the law classes in January 1878, the fourth year of their study for the B. A. degree.

206. The total expenditure in all colleges has slightly increased, from Rs. 23,503 to Rs. 23,813; but the whole expenditure is covered by the fee-receipts which, in all colleges taken together, amount to Rs. 26,860, against Rs. 23,434 of the previous year. Some of the law classes, however, have not paid their expenses; the Hooghly College cost Government Rs. 595 against Rs. 1,455 in the previous year, the reduction being due to a large increase in the number of pupils; and the Dacca College cost Rs. 1,330. On the other hand, the Patna College, which last year drew Rs. 638 from the treasury, this year returns a profit of Rs. 94. The Presidency College returns a profit of Rs. 2,953.

207. The following table shows the result of the University examinations for the Degree of Bachelor of Law:—

B. L. EXAMINATION, 1878.

Colleges.	Number of candidates.	Passed in the First Division.	Passed in the Second Division.	Tot
Presidency ...	... 50	3	22	25
Hooghly ...	... 3	...	...	...
Dacca ...	... 1	...	1	1
Patna ...	... 2	...	2	2
Kishnaghur ...	... 3	...	1	1
	59		26	29

It will be observed that Hooghly and Dacca, the only two colleges whose law classes cost Government anything, pass only one candidate between them. Government certainly has an interest in providing good legal education; but where there is so small a demand for it that Government has to pay a considerable portion of the cost, it needs to be considered whether the cost of the classes should not be reduced or the fees raised. Professional education of this character should as a general rule pay for itself.

208. The following are extracts from the reports of the Principals:—

Presidency College.—On 31st of March 1878 there were on the rolls of the department 207 against 155 of the preceding year, as detailed in the following comparative table:—

Law Department.	1875.	1876.	1877.	1878.
3rd year class ...	56	52	32	71
2nd " ...	57	40	69	25
1st " ...	97	70	39	91
2nd year pleadership ...	4	7	6	10
1st " " ...	11	6	9	10
Total ...	225	175	155	207

This shows an increase of 52 students as compared with the numbers of last year. The smallness of the second year class is due to the small percentage of successful candidates at the B. A. examination.

Of the students nine belonged to the upper classes of society and 198 to the middle classes: 198 of them were Hindus, seven were Mahomedans, one was a Christian, and one a Parsee.

The income from fees was Rs. 18,955 against Rs. 17,059 in the previous year, and the expenditure was Rs. 16,002 against Rs. 16,128. It therefore cost Government nothing.

209. *Hooghly College.*—There were 38 students on the rolls on 31st March 1878, against 21 in the preceding year, viz. 22 in the first year class, six in the second, and 10 in the third. The tuition fee for the first year class is Rs. 5, and for the second and third year classes Rs. 7. The income from fees has risen from Rs. 945 in the preceding year to Rs. 1,805, and the cost to Government was Rs. 595 against Rs. 1,455 in the previous year.

210. *Dacca College.*—On the 31st of March 1878 there were 19 students against 16 in the preceding year. The only candidate who went up for the B. L. degree was successful. Two candidates passed in the junior grade pleadership examination.

The income from fees was Rs. 1,330, and the expenditure was Rs. 2,400; the cost to Government was therefore Rs. 1,070, against Rs. 1,133 in the previous year.

211. *Patna College.*—The number of students was 36 against 21 of the previous year. Of these, 6, 4, and 12 are in the third, second, and first year B. L. classes respectively, and 6 and 8 are in the second and first year pleadership classes.

The department is now self-supporting. Its income from fees amounted to Rs. 2,494, thus returning a profit to Government of Rs. 94.

Two candidates passed for the B. L. degree, and 5 out of 8 passed the pleadership examination.

212. *Kishnaghur College.*—The number of students was 16 against 9 in the preceding year. The class gets no grant from Government.

213. *Chittagong College.*—A senior pleadership class was opened in May of last year. It is supported entirely by the fees.

214. MEDICINE.—The total number of pupils in all medical schools has fallen from 1,038 to 831. The Medical College of Calcutta has 31 pupils less than in the previous year, following a decrease of 49 and of 105 in the two years next preceding. This continuous decline is the necessary result of the action taken by the University in 1875, when the First Arts certificate was substituted for that of the Entrance examination as a qualification for degrees in medicine. Large batches of students, admitted under the former system, leave the college year by year, while the number of new admissions is comparatively small. The vernacular medical schools show a loss of 176 pupils,

SPECIAL INSTRUCTION.

the chief share of which belongs to Dacca, many students having abandoned that school in the middle of their career. At the first opening of the school many seem to have taken to the study of medicine on account of its novelty, and the admissions to the Dacca school have fallen from 200 in 1875-76 to 31 in the year under report.

215. *Medical College, Calcutta.*—The session of the college extends from the middle of June to the following March. In June 1877 the college opened with 176 students, against 225 and 330 of 1876 and 1875 respectively. At the end of the session in March 1878 the number of students had fallen still further to 145. The students are divided into (1) scholars and free-students, (2) paying-students, and (3) hospital apprentices. Students of the two former classes, who must have passed the First examination in Arts, are prepared by a five years' course of study for the University examinations in medicine. The hospital apprentices enter the college after having spent two years with a regiment; these students read for three years, and their final examination is held by the college authorities. They receive stipends of Rs. 30, Rs. 40, and Rs. 50 a month during their three years attendance at college.

216. Of the 176 students on the rolls at the beginning of the session, 39 were scholars or free-students, 89 were paying-students, and 48 were hospital apprentices. During the course of the session there were admitted 16 scholars and free-students; 74 paying-students, of whom 35 were re-admitted students of previous years; and 15 hospital apprentices. During the session there were withdrawn (including those who left the college after passing the prescribed examinations) 17 scholars and free-students, 86 paying-students, and 33 hospital apprentices; three paying-students also gained scholarships and were therefore transferred to that class. Hence at the close of the session there remained 41 scholars and free-students, 74 paying-students, and 30 hospital apprentices, or 145 in all. Hence the number of those reading for medical degrees was reduced during the year from 138 to 115. Of these, 40 were in the first year, 10 in the second, 10 in the third, and 55 in the fourth year class. The admissions to the paying class included 11 casual or non-matriculated students, who attended the lectures in the college with the intention of ultimately matriculating in some English school of medicine, the certificates of attendance and of hospital practice given here being accepted in all the colleges of the United Kingdom.

217. The admissions of scholars and free-students are constant each year, six scholarships being awarded yearly, and ten free scholarships being given to the best candidates at the First Arts and B. A. examinations who may wish to study medicine. The admission of hospital apprentices is also constant, 15 being sent from their regiments every year. The cause of fluctuation is to be found in the admissions of paying students. It will be seen that there were 35 new admissions and 39 re-admissions to this class during the year. In the previous year there were one admission and 59 re-admissions. The number of re-admissions depends upon the number of students failing to pass the examinations held in the previous session. The number of new admissions measures the existing desire for medical education.

218. The most hopeful sign of the year was the admission of 35 new students (including 11 casual students) to the paying class, against the single admission of the preceding year. The number is of course much less than in the period ending with 1874, in which year 159 new students were admitted. Still it marks a great immediate improvement; the only drawback to which is the very large number of withdrawals that have taken place. As many as 66 paying-students have discontinued their studies during the year from all the five classes, in addition to those who left the college after passing the examinations of the University. The Principal explains this most unsatisfactory fluctuation by the inability of the students to pay the fees with regularity. As a class they are poor, and many enter the college without counting the cost of a training that extends over five years after passing the First Arts examination. The Principal points to the fact that, while an engineering education requires only three years training after the Entrance examination, and a legal education five years, a complete medical education demands seven years.

219. Five scholars and free-students also withdrew their names from the college during the year. Of 28 hospital apprentices who went up for the final

SPECIAL INSTRUCTION.

examination 26 passed, and seven were discharged from the service in the course of the year for idleness or misconduct. Dr. Coates speaks highly of these students as a class, and expresses his regret that they should be compelled to serve with a regiment in the first instance, where their opportunities for learning their work are very few. He thinks that they should be sent to the college at the outset, and he would gladly see an increase in their number.

220. The following facts are noticed. The outturn from the English classes of the college during 43 years has been 575 medical graduates; and for the Bengali classes, now transferred to the Campbell Medical School, 760 trained students. Only four Doctors of Medicine have taken that degree since the establishment of the University in 1857. One of the Assistant Surgeons who volunteered for service in Madras was presented with a ring by His Excellency Lord Lytton for excellent service in a difficult situation.

221. The results of the University examinations were as follow: In the first M. B. examination 22 candidates were registered, and of these 7 passed in the first division and 10 in the second. In the first L. M. S. examination there were 104 candidates, of whom 60 passed. For the second M. B. examination there were 10 candidates, of whom 2 passed in the first division, and 5 in the second. For the second L. M. S. examination there were 91 candidates, of whom 34 were successful.

222. The cost to Government was Rs. 1,45,484, and the total expenditure Rs. 1,58,624.

223. *Campbell Medical School, Sealdah.*—The students were 326 against 391 in the preceding year. There were during the twelve months 192 admissions less than in the preceding year. Casual students, those, that is, who do not intend to pass the examination but only to gain a smattering of knowledge wherewith to pass as medical practitioners in the interior, numbered 47 against 17 in the previous year. This decrease in the number of students, which has been going on since 1874-75, has been made more rapid by the abolition of the low standard of examination for entrance, the opening of the Dacca and Cuttack medical schools, and the reduction of the pay of supernumerary native doctors from Rs. 20 to Rs. 10.

The Superintendent, Dr. Mackenzie, reports that the fine new theatre shows indications of sinking, and that large cracks have appeared in the walls.

The total expenditure was Rs. 40,596, and the cost to Government Rs. 28,951.

224. *Temple Medical School, Bankipore.*—There were 185 students in March last, against 193 in the previous year. The session opened with 177 military and 39 civil students, but 21 of the former left, were dismissed, or died during the year; and 10 of the latter ceased to attend. Of the military students four were in the fourth year class, 53 in the third, 58 in the second, and 62 in the first: of the civil students, 8 were in the third year class, 12 in the second, and 19 in the first. Of the military students 46 passed for their diploma, and of the civil class three passed.

The total expenditure was Rs. 28,655, and the cost to Government Rs. 27,554.

225. *Dacca Medical School.*—The numbers have fallen from 247 in the previous year to 143. This remarkable decrease, of which the Superintendent gives no explanation, appears to be due to the fact that a second year class of 169 in 1876-77 had dwindled to a third year class of 65 in the year under report. To the first year class only 31 students were admitted. Of the whole number, 10 were vernacular scholars, 19 medical scholarship-holders, and 20 were free. Of the third year class, 36 students passed the examination for the diploma.

The cost to Government was Rs. 11,913, and the total cost Rs. 18,262.

226. *Cuttack Medical School.*—Dr. Stewart reports the continued success of the school, which contains 32 students, against 31 of the year before. The second year class numbered 19 students, 15 being stipend-holders and 4 free-students; and the first year class numbered 13 students, 5 being stipend-holders, 2 local scholarship-holders, and 6 free.

The Lieutenant-Governor had an opportunity of inspecting this school towards the close of the session, and of satisfying himself of the practical and thorough character of the instruction. The Uriyas are rapidly conquering their dislike to European medical treatment, and the establishment of this

INSTRUCTION.

school promises to be of great and lasting service to the province. The existing dispensaries are now in charge of Bengalis, who will gradually be replaced by passed students of the Cuttack school; and other dispensaries will be opened in the Tributary States.

The Maharajahs of Mohurbhunj and Keonjhur each contributed Rs. 100 for prizes to the students of the school. The former Maharajah also gave Rs. 1,000, which was expended in the purchase of diagrams from England. The cost of the school, all falling on Government, was Rs. 3,066.

226. CIVIL ENGINEERING.—*Civil Engineering Department, Presidency College.*—The following table shows the number of students on the rolls of this department on the 31st of March for the last four years:—

CIVIL ENGINEERING DEPARTMENT.	1875.		1876.		1877.		1878.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students	Out-students
3rd year class ...	12	......	19	......	30	1	21	......
2nd " " ...	45	1	50	1	46	....	27	......
1st " " ...	99	......	83	1	47	1	39	......
Total ...	156	1	152	2	123	2	87	......

It appears that there has been a steady decrease during the past four years. Government appointments are no longer guaranteed to passed students, and there seems to be a general impression that there is no career before them. The Principal has little hope of any improvement.

The students in the first year class soon after the opening of the session were 50, including 38 new admissions and 12 unpromoted students of the previous year. The attendance gradually fell off during the year. All the students, except four Christians and one Mahomedan, are Hindus.

228. The fees collected during the year amounted to Rs. 6,721, and the gross expenditure to Rs. 34,289, the corresponding figures for the previous year being Rs. 9,712 and Rs. 31,400. The increased expenditure is due to the increase of graded salaries.

229. The annual examination of the first and second year classes was held, as usual, at the beginning of May 1877. Only 18 students were found fit for promotion to the second year class; of the second year class 24 were found fit for promotion to the third year class; of the rest, 10 continued to read for another year in the Second year class, and three received certificates qualifying them for the grade of sub-overseer.

230. Of the third year class, 34 registered themselves for the University examinations in engineering; 10 for the degree of B. C. E., and 24 for the grade of licentiate. Of the former three were successful, and of the latter eight. All but four of the unsuccessful candidates received sub-engineers' or overseers' certificates. The three graduates and the two highest of the licentiates received scholarships of Rs. 50 a month tenable for two years, during which time they will be attached to Government workshops at the Presidency for the purpose of receiving practical training in the work of their profession. Candidates who fail to obtain certificates at the annual college examination are admissible to the half-yearly examination of candidates for employment and promotion in the Public Works Department. Taking into account the certificates issued on the result of these examinations, the outturn of the college was 12 assistant engineers, 4 sub-engineers, 24 overseers, 6 sub-overseers.

231. SURVEYING.—The object of the four survey schools is to give a course of instruction in practical surveying in the vernacular to a class of students not elsewhere provided for. The number of students is 160, that of last year being 159. The Patna school shows a large, and the Cuttack school a moderate increase; at Dacca there has been a loss, and at Hooghly so serious a falling off as to make the continuance of the school a matter of doubtful utility. The general progress of the pupils in all these schools is shown as follows. Of 64 students in the first year classes, 52 were promoted to the second year. Of 87 second year students coming up for their final examination, 45 passed and received certificates. Six Government scholarships of

Rs. 5 tenable for one year are attached to each school, and awarded on the result of the first year's examination. There are also nine Vizianagram scholarships of Rs. 5 each awarded at the same examination to the best student in surveying. Two of these are allotted to each school, and the extra scholarship is thrown open to competition. SPECIAL INSTRUCTION.

232. *Hooghly Survey School.*—There were 41 students at the end of 1876-77, and only 12 in last March: 10 of these form the present second year class, and there has been only one admission this year to the first year class, which also includes one student who failed to gain promotion.

Of 11 students in the first year class 10 were promoted; all but two gained either the Government or the Vizianagram scholarships. The Executive Engineer reported unfavourably of the progress made by the second year class, in which 13 passed out of a class of 24; 2 in the first division, 5 in the second, and 6 in the third. The practical work of the pupils in estimating and surveying was especially condemned by the examiner. The question of retaining the school will be considered after the present second year students have come up for their final examination.

The cost to Government was Rs. 1,671, and altogether Rs. 2,153.

233. *Dacca Survey School.*—On the 31st March 1877 there were 25 students in the first year class, and 20 in the second year class; in March last there were 20 in the first year and 18 in the second year class. Of the first year class 15 were new admissions, 2 being vernacular scholars.

The second year class was examined by Mr. Vivian, the Executive Engineer. Of 19 students, 14 passed, 3 in the first division, 5 in the second, and 6 in the third. Nearly all the candidates have since obtained employment in the district. Of the first year class, 18 were considered fit after examination for promotion to the second year class. The extra Vizianagram scholarship was won by a student of this school.

The cost to Government was Rs. 2,086, and altogether Rs. 2,510.

224. *Patna Survey School.*—The number of pupils was 74 against 45 in the preceding year. Of these, 44 were Mahomedans and 30 Hindus; 20 were taught through the medium of English; and 36 of them are returned as belonging to the lower classes of society. During the year the new admissions were 45, of whom 5 were vernacular scholars, and 7 had read in the upper classes of higher English schools.

The first and second year classes were examined by the head-master, by Messrs. Willson and Archibald of the Patna College, and by Mr. Odling of the Public Works Department. All the ten students in the first year class passed. The marks assigned by the head-master were high: but Mr. Odling who looked through the papers reported the marks to be "fair and good." The first 8 students gained scholarships. Of 30 candidates for the final examinations, 2 passed in the second division and 9 in the third. The Principal attributes this unsatisfactory result to the want of general instruction in the students previous to their entering the school. This does not explain the wide difference in the results of the examination of the first and second year classes.

The cost to Government was Rs. 2,048, and the total cost was Rs. 2,680.

235. *Cuttack Survey School.*—There were 36 names on the rolls on 31st March last against 27 in the preceding year.

Of the 18 boys in the first year class, 14 passed and were promoted. Besides the 8 scholarships attached to the school there are four vernacular scholars in the second year class.

In the final examination of the second year class by the Executive Engineer, seven candidates passed out of 14, two in the second division and five in the third.

The cost to Government was Rs. 1,739, and altogether Rs. 1,922.

236. INDUSTRIAL SCHOOLS.—There are four industrial schools—the European and native workshop schools at Dehree, and the Dacca and Ranchi schools. The carpentry class attached to the Chyebassa model school has been closed for want of pupils.

237. *The Dehree Schools.*—There were 34 European and 6 Bengali pupils in one school and 57 native pupils in the other, or 91 in all, against 78 of the previous year. No report of these schools is furnished to the Education Department.

INSTRUCTION.

238. *The Dacca School.*—The establishment was the same as in the previous year, and cost Government Rs. 248 a month. The attendance has risen from 18 to 25.

The Inspector writes: "The school has somewhat improved as regards the number attending it; but I cannot think that it has as yet answered the object of its establishment. The vast majority of the pupils leave the school before they have completed their apprenticeship. They soon forget the little artizan knowledge which they acquired in the school, and in the long run the result from an industrial point of view is almost nil. Compulsory apprenticeship would do much to improve the condition of the school, but any reform or re-organization short of this would prove, I am afraid, quite ineffectual."

239. The school is kept on for the present pending the establishment of the technical school projected by Government. It may be said shortly that it has done some good in turning out a certain number of fair carpenters and smiths of Brahmin and Kayasth families, who would otherwise have sought employment as clerks. Unless machine-tools are provided, at cost of Rs. 5,000 or Rs. 6,000, a very superior class of artizans cannot be looked for; though even now certain repairs, as of ice machines, can be executed at no other workshop in Dacca.

The total expenditure on the school amounted to Rs. 4,063, of which Rs. 1,423 were recovered from sale-proceeds, leaving a charge of Rs. 2,640 to be borne by the State.

240. *The Ranchi School.*—No special report was received from the committee. The Circle Inspector visited it in the beginning of the year, and found it working in a most satisfactory manner under the superintendence of Mr. Herzog. At the end of the year there were 26 pupils, against 20 in the preceding year, all but one Hindu being Christian Kols.

The expenditure was Rs. 1,143, while the receipts from all sums, including Rs. 688 as "sale proceeds," amounted to Rs. 1,831.

241. SCHOOL OF ART.—The following extracts are taken from the Principal's report in a slightly abridged form:—

"The number of students on the roll on the 31st March 1878 was 89, being 30 less than on the 31st March 1877. The numbers during the last ten years have been as follows:—

31st March	1869	33	31st March	1874	129
Ditto	1870	48	Ditto	1875	169
Ditto	1871	72	Ditto	1876	134
Ditto	1872	76	Ditto	1877	119
Ditto	1873	94	Ditto	1878	89

"The decrease in the number since 1875 is due, I believe, to the increase in the fees which was made in August in that year, from Re. 1 to Rs. 3 a month. When the fee was only Re. 1 a month a considerable number of youths used to enter the school for a month or two without any intention of remaining; and thus the number of those who left the school year by year within a year of their admission bore a large proportion to those who remained on the roll at the end of the year. For instance, in 1876 I reported to your predecessor that of the 98 who had left the school during that year,—

67	had attended for	less than	1 year.
17	ditto	more than	1 ,,
9	ditto	ditto	2 years
2	ditto	ditto	3 ,,
2	ditto	ditto	4 ,,
1	ditto	ditto	5 ,,

Even these figures compared favourably with similar computations for previous years, and I said regarding them, 'it will be seen that we are succeeding in keeping our students longer than we have hitherto done. There is still room for improvement in this direction, and my remarks under this head in my last year's report still, I think, hold good. As long as our students come from the poorer classes of the people, there will be this difficulty: they cannot remain long enough in the school to become properly trained to earn their living as professional draughtsmen.'

"As I have said, the fact that, in 1876, 31 out of the 98 students who had left the school during the year had been under instruction for more than one year compared favourably with previous years. It is therefore,

I think, matter for satisfaction to find that in this direction very considerable further improvement has taken place, as the following figures will show. Of the 61 students who left the school during 1877-78,— SPECIAL INSTRUCTION.

28 had attended for less than			1 year.
6	ditto	more than	1 ,,
10	ditto	ditto	2 years.
9	ditto	ditto	3 ,,
5	ditto	ditto	4 ,,
3	ditto	ditto	5 ,,

"Of the 89 students remaining on the roll on 31st March 1878,—

19 had attended for less than		... ...	1 year.
14	ditto	more than	1 ,,
10	ditto	ditto	2 years.
10	ditto	ditto	3 ,,
16	ditto	ditto ..	4 ,,
20*	ditto	ditto	5 ,,

* This includes several students who, having gone out to employment for a year or two, and earned a little money, have returned to the school for further improvement.

This shows a much more satisfactory condition of things than mere high numbers. It shows that the school is beginning to fulfil its proper function—that of training those who can remain long enough to learn sufficient of some branch of art taught here to follow it as a means of livelihood. Instruction which is limited to elementary drawing is not the proper function of a presidency school of art; and it is therefore matter for congratulation that we are so steadily progressing towards the position which such a school should occupy, as the place for the professional training of skilled general draughtsmen, lithographers, wood-engravers, modellers, designers, and architectural and mechanical draughtsmen.

"The raising of the fees, therefore, though it has diminished our numbers (as was in fact expected), has brought us more into the position which we ought to occupy; and I do not think the reduction in mere numbers at all to be regretted. We have now quite as many students as with our present scale of establishment we can properly teach. From the greater length of time which the students now stay with us a higher character of work has resulted, that is to say, a greater amount of work is going on in the higher classes. Where three years ago I had one student working in an advanced stage of any of our several courses, I have now five or six."

Mr. Locke has in previous reports explained at length what careers are open to the pupils of the School of Art. For the lowest grade of professional draughtsmen, those who find employment in an engineer's, surveyor's, or builder's office, and whose work is almost exclusively confined to copying and to the getting out of plans, a training of at least two years is said to be required. For draughtsmen of higher capabilities, able to execute free hand drawings, another year or year and a half would be required; while for really efficient "general draughtsmen," designers for manufactures, decorative painters, lithographers, or wood-engravers, an education of from five to seven years is necessary. It has already been noticed that some of the 20 students whose period of study has exceeded five years have come back to the School of Art after an interval of employment, in order to qualify themselves more fully for the work they have chosen.

Mr. Locke appends to his report extracts from letters which bear gratifying testimony to the quality of the work done by the students, and to the estimation in which the school is held by such of the outside public as have had opportunities of forming a judgment. Mr. Craik, a merchant of this city, writes of some designs for cotton-goods for the Indian market which had been made for him by the students as "most successful. They are very much better than anything we can get at home." Dr. Rajendralala Mitra (an exceedingly good judge of a book-illustration) writes with regard to some lithographs done for him at the school, "Your pupils have unquestionably done better than" an English lithographer, specimens of whose work had been sent as a guide. But the most important piece of work turned out by the school during the year has been the preparation of a series of 433 anatomical and surgical diagrams prepared by two students, Naba Kumar Biswas and Sasibhushan Srimani, for the late Dr. Gayer for use in his lectures at the Medical College. The diagrams,

SPECIAL INSTRUCTION.

which were executed by these students under Dr. Gayer's immediate supervision, are large drawings, accurate in every detail, but roughly finished and coloured in order to be seen clearly at a considerable distance, and they have been found of the very greatest service in the illustration of surgical lectures. Dr. Gayer spoke of these drawings to me in terms of high praise, and he has recorded his opinion of the students and their work in a manner very gratifying to Mr. Locke. Dr. W. J. Palmer, for whom a similar though smaller series was executed, describes these as being "quite as well done as those diagrams for which, on previous occasions, we have been obliged to send to Europe."

242. The work of the students in the departments of wood-engraving and lithography is equally good; its finish and accuracy bear testimony to the excellence of the training. The portraits executed by the pupils and hung in the rooms of the Art Gallery are studies from life; these represent the highest standard yet attained in drawing and colouring, and are highly creditable examples of careful and accurate work. The indefatigable zeal and industry which Mr. Locke manifests in the service of the school are deserving of high praise.

243. The fee-receipts of the School of Art have increased from Rs. 1,034 in 1873-74 to Rs. 3,053.

244. ART GALLERY.—The establishment of an Art Gallery in connection with the School of Art was carried out in 1876 by Sir Richard Temple, with the cordial support of Lord Northbrook. The object of the institution was to give the native youth of India an idea of men and things in Europe, both present and past; not that they might learn to produce feeble imitations of European art, but rather that they might study European methods of imitation and apply them to the representation of natural scenery, architectural monuments, ethnical varieties, and national costumes, in their own country. The Gallery was opened in April 1876. Lord Northbrook presented some valuable pictures, among which were two Madonnas by Sassoferrato, copies of Guido's St. Cecilia, and the Coronation of the Virgin, a copy of Raffaelle's Holy Family, an original of the school of Carracci, and some fine engravings, including two remarkable mezzotints of Warren Hastings and the Marquess Wellesley. Other copies of old masters by Pompignoli were purchased for the Gallery, together with a series of water-colours by Noakes and other artists, all representing Indian scenes. A collection of electrotypes from Greek coins in the British Museum was also purchased from Colonel Hyde. A number of casts were ordered from Europe, but these were subsequently countermanded.

245. Little further was done until August 1877, when an annual grant of Rs. 10,000 was made to the Gallery for the maintenance of the establishment and the purchase of works of art. The Gallery was at the same time placed under the supervision of a Committee consisting of the Director of Public Instruction as President, Mr. L. P. D. Broughton, Major H. S. Jarrett, Mr. Colesworthy Grant, and Mr. Locke, the Principal of the School of Art. The last-named gentleman was appointed to be in immediate charge of the Gallery. The functions of the Committee were to advise and assist the Government in the purchase of works of art and the general development of the Gallery.

246. The Committee met three times before the close of the year. An establishment costing Rs. 138 a month having been sanctioned by Government, the annual grant was distributed as follows:—

	Rs.	A.	P.
Rent and taxes	3,276	12	0
Establishment and contingencies	1,656	0	0
	4,932	12	0
Purchase of works of art	5,067	4	0
	10,000	0	0

Of the two houses occupied by the Gallery, one was reserved as a sculpture gallery, and a skylight was constructed by the Public Works Department in the centre room. A sum of Rs. 2,000 was placed by Government at the disposal of the Committee for the purchase of pictures during the remainder of the year 1877-78; and a further sum of Rs. 500 was held by Mr. Locke as a donation from Babu Bhagabati Churn Mullick, which had been paid to Sir Richard

Temple for the purposes of the Gallery. Out of these sums the following pictures were purchased:— SPECIAL INSTRUCTION.

					Rs.
Stormy Weather, Seaton Beach (Noakes)	...	...	...	...	80
On the River near Killin, North Wales (ditto)	...	...	...	...	70
Vale of Newlands, Cumberland (ditto)	...	...	...	...	50
Endsleigh, River Tamar, Devon (Lee, R.A.)	...	...	...	...	100
The Isle of Portland (Prout)	...	...	...	...	100
Two copies of oil-paintings by Terburg and Metzu	...	...	...	...	750
An Academy sketch	...	...	...	...	30
					1,180

247. The following copies by Pompignoli have also arrived from Italy and been placed in the Gallery:—

Judith with the head of Holofernes (Allori).
Portrait of Julius II (Raffaelle).
La Fornarina (ditto).
Titian's Daughter (Titian).

248. The following casts have been ordered from Brucciani of Florence, and are now on their way to India:—

The Fighting Gladiator (Louvre).
The Dancing Faun (Florence).
Statue of Germanicus.
Six figures of animals.
Three anatomical figures of animals.
Bust of Jupiter Olympus.
Bust of Juno.
The five orders of architecture.

249. The difficulty which the Committee feel in disposing of the annual grant to the best advantage lies in the fact that pictures cannot be safely bought to order; and that if originals are to be procured, personal selection is an almost necessary condition, while the pictures to be selected are not in India but in Europe. With regard to copies there is less difficulty. The Committee have placed themselves in communication with Messrs. Philpotts and Jackson of Florence, and have received full details of the rates at which the best copies can be procured; similar information has been received from England. Meanwhile, the Committee have thought it desirable to purchase original paintings of recent English artists so far as the present year's grant will permit; and they have accordingly requested Mr. Justice Prinsep to lay out a sum of £400 on their behalf during his present visit to England. Mr. Prinsep has kindly consented to undertake this duty.

The Gallery is open to the public on Monday morning, Wednesday afternoon, and on Saturday both morning and afternoon.

250. NORMAL SCHOOLS.—Large reductions have taken place under this head. The number of schools, which at the close of the previous year was 31, was reduced during the year under report to 24, and of this last number six have since been closed. The returns include the Rangamatti boarding school, so that the true number of normal schools now existing is 17, of which seven are in the first grade, namely, those of Calcutta, Hooghly, Bauleah, Dacca, Patna, Ranchee, and Cuttack; one at Chittagong is in the second grade; and nine are in the third grade, at Julpigoree, Purneah, Durbhunga, Motiharee, Hazareebagh, Purulia, Chyebassa, Balasore, and Pooree. The third grade normal schools are therefore confined (with the exception of Julpigoree) to Behar, Chota Nagpore, and Orissa; that is, to the least advanced portions of the Presidency. These are clearly the localities in which they are most needed; but the necessity for a normal school in even the most backward district is largely affected by the presence or absence of the system of payment-by-result. Let Balasore be taken as an example. In that district there is an extensive field of indigenous education into which the system of payment-by-results has now been introduced. It is hopeless to attempt to train all or even a large proportion of the 1,600 gurus who have already recognised the system NORMAL SCHOOLS.

NORMAL SCHOOLS.

and who hope to reap advantage from it. In such cases it would appear that the system must be left to its natural operation, in the belief that, if good teaching secures high rewards, good teachers will in some way or other be forthcoming. We must be content indeed to accept some reduction of the standard, in consideration of the far wider spread of elementary liberal education which the system renders possible. Gradually the new subjects will make their way into the pathsalas as they have done in Midnapore; and after a time the primary scholarship examination will select and supply large numbers of persons fully competent to carry on the work of primary education. Thus it appears that the introduction of payment-by-results makes the existence of a normal school less necessary than before. On the other hand in many districts, in Balasore and Cuttack, for example, and in the districts of the Bhagulpore division, the system in force requires the maintenance of a good and efficient primary school at the head-quarters of each thana or other area into which for educational purposes the district may be divided; and on this account it may be wise to retain the normal school in any district in which a due supply of competent gurus for such central schools could not in other ways be provided.

251. With regard to first grade normal schools for the training of pundits, the principle which it seems advisable to follow is to reduce the number to the lowest point consistent with the free supply of teachers to every part of Bengal. The Hooghly normal school, for example, is not capable of supplying, or at least of freely supplying, pundits to the districts of Backergunge, Dinagepore, Cuttack, or Gya. Circumstances of climate or of language impose necessary limitations on the centralisation of normal school instruction. Due regard being paid to these limitations, it is clear that any normal school not necessitated by them involves waste of power, which had far better be applied to strengthening those schools which must be kept up in any case. The schools that are affected by these considerations are those of Calcutta, Hooghly, and Bauleah. If the Calcutta school is kept up in addition to the much more successful school at Hooghly, it is partly because of the advantages which the metropolis offers as a place of instruction, and partly because the attached model school is so well attended and prosperous that its profits help to pay the expenses of the normal school. It should also be added that for the next two or three years the demand for certificated pundits is likely, judging from the experience of the last year, to be sufficiently great to make it advisable to retain both schools. Neither of them can, for the present at any rate, meet the demand made upon it for trained teachers; a demand which has largely increased since the issue of the orders of the 16th October 1877, reconstituting middle English schools on a vernacular basis.

252. The Bauleah school does not seem to be advantageously situated. It is intended to supply vernacular teachers to the whole of the Rajshahye division; but to a certain extent it fails in securing that end. The ordinary teachers trained in the Bauleah school will not accept employment in Dinagepore or Rungpore, except at rates which are almost prohibitory; and hence middle education in these districts is at a very low ebb. On the other hand, the southern districts of Rajshahye, Patna, and Maldah, can be supplied with pundits without any difficulty from the normal schools of Dacca or Hooghly. The Inspector, Mr. Bellett, has accordingly urged the advisability of removing the Bauleah school to Rungpore or Dinagepore, in order to provide for the needs of those districts, as well as of Bogra and Julpigoree. No action has yet been taken in this direction, since it is advisable to await the result of the newly instituted mode of awarding normal school stipends. Hitherto these stipends have been mainly distributed by the head-master; for the future the Deputy Inspectors are to send in to the Inspector from each district the names of candidates who have passed the vernacular scholarship examination and desire to read in the normal school. Such students after training will be very willing to return as teachers to their own districts: and thus it is hoped that the wants of all districts will be supplied. It is alleged, however, that students will not come to Bauleah from Dinagepore and Rungpore, even with the prospect of returning to their own districts after their training is completed. If this be so, the case for the establishment of a separate school is made out; the present year will show whether the belief is well founded..

253. The reductions made during the year in second and third grade normal schools were the following:—Of the four second grade schools, those of Jessore and Arrah were closed, and Purulia was reduced to the third grade, its students in the pundit classes being transferred with their stipends to Hooghly. The Bhagulpore school was closed during the current year in consequence of the re-organization of the Patna normal school. Chittagong alone remains. I visited the school in March, and came to the conclusion that its peculiar circumstances excepted it from the objection brought forward against second grade schools in the last report, and that it might be usefully kept up for some time longer. The training classes are held in the same building with the Mir Ahya middle vernacular school, and the facilities for continuing their studies and equipping themselves for the work of teaching thus offered to the school-boys have induced many to pass from the highest class into the normal school. NORMAL SCHOOLS.

254. Of the normal schools of the third class which remained after the reductions of 1876-77, only 14 existed on the 31st of March last, though this number was increased by the addition of the Purulia school, reduced to the third grade during the year. Since the close of the official year five more schools of this grade have been abolished. The schools closed during the year were those of Baraset, Burdwan, Burisal, Noakholly, and Rungpore; and those closed since the 31st of March were the Midnapore, Mozufferpore, Gya, Chupra, and Monghyr schools. As I explained last year, the work which had been set before these schools to do had been already accomplished, so far as accomplishment was possible; and in the same way will the schools which are still left accomplish the work in the more backward districts. It will be some time, however, before middle and lower schools will be numerous enough in districts like Chumparun and Purneah, or in those of Orissa and Chota Nagpore, to keep up a supply of gurus for the pathsalas without the help of the normal schools.

255. The expenditure on normal schools decreased during the year from Rs. 83,225 to Rs. 68,685; the sanctioned grant being Rs. 85,000. The grant for the current year has been reduced to Rs. 65,000; while the reductions already made have brought down the sanctioned charges to Rs. 62,000, leaving a sufficient margin for strengthening the establishment and increasing the stipend grant in the normal schools that remain, as has been already done in the case of the Patna normal school.

256. The following gives the outturn of certificated gurus for the year. It is not stated how many were actual teachers of pathsalas before joining the schools:—

Number of Gurus who obtained Certificates during the year.

Division.	First grade.	Second grade.	Third grade.	Total.
Burdwan	20	11	...	31
Presidency	21	7	3	31
Calcutta	...	...	...	...
Rajshahye	3	2	..	5
Dacca	...	...	...	...
Chittagong	...	...	...	...
Patna	68	92	36	196
Bhagulpore	36	34	8	78
Orissa	35	28	...	63
Chota Nagpore	17	52	10	79
Total	200	226	57	483

257. Last December the central examination of pupils of first grade normal schools was held for the second time. Besides the pupils of normal schools, this examination is also open to private candidates for vernacular teacherships. This year, as before, only two such candidates appeared. The pupils of each

NORMAL SCHOOLS.

class are separately examined; and certificates of the first, second, or third grade are given to successful candidates of the three classes. Only those who have passed the examination in the first grade are eligible for head-masterships in any middle vernacular school; those who pass in lower grades are eligible for inferior masterships, or they may continue to read in the normal school to the completion of the course, with the object of gaining a higher certificate. The following table shows the result of the examination of first and second grade normal schools. One hundred and fifty candidates passed out of 224, against 163 out of 278 in the preceding December:—

Vernacular Mastership Examination, 1877.

Names of Schools.	First Grade Certificates.					Second Grade Certificates.					Third Grade Certificates.				
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.
Hooghly	9	2	7	...	9	15	1	6	6	13	37	6	13	13	32
Calcutta	12	.	1	4	5	14	.	2	2	4	19	..	5	5	10
Bauleah	10	1	3	4	8	18	.	3	8	11	15	1	3	4	8
Dacca	18	...	2	13	15	23	.	1	11	12	24	.	1	8	9
Chittagong	6	..		1	1	7		..	3	3	6	.	..	4	4
Purulia	3	.	..	2	2	3	.	...	1	1	3	..	1		1
Private candidates	2	.	1	1	2	.	...	.	...			...	.	..	
Total	60	3	14	25	42	80	1	12	31	44	104	7	23	34	64

258. The Hooghly school is again easily first; Bauleah is again second. Dacca and Calcutta were both unsuccessful. At Dacca the newly-opened schools of medicine and surveying have attracted all the best students, many of whom in old days would have joined the normal school. The failure at Calcutta is due to several causes. The rumours of its abolition appear to have driven many of the best students to Hooghly, and only inferior candidates and those who failed to get stipends at Hooghly were admitted to the Calcutta school. At Hooghly, again, the students live, as they should, a really collegiate life, commodiously housed in spacious barracks, and with the advantage of mutual help in their studies out of school hours. In Calcutta, some of the students live in hovels attached to the normal school, others live outside; many give private instruction after the school is over, and the only instruction that all receive is that imparted in class.

259. Neither of the second grade schools did well: the Purulia school has been since reduced to the third grade. The schools of Patna, Ranchee, and Cuttack, in which Bengali is not the vernacular, were not subjected to the common examination.

260. Compared with the results obtained by other Bengal schools of the first grade, the Calcutta school failed in the following points: in the first year class the candidates were inferior in Sanskrit and physical science; in the second year class in Sanskrit, arithmetic and algebra, and science; in the third year class in Sanskrit, history, geography, geometry and mensuration, and science. The inferiority was more marked as the classes advanced, until in the third year there is not a subject except the single one of arithmetic and algebra in which the students did not fail more conspicuously than those of other normal schools. Judged in the same way, the Dacca normal school was far below the average in the mathematics of the second and third year classes, and in the history of the first year. As a set-off to this failure the students of the third year class showed themselves above the average in their knowledge of Sanskrit. The second grade schools of Chittagong and Purulia had each only a small staff of teachers, and could not be expected to reach the level of the first grade schools.

261. In Hooghly, the most successful of the schools, there was some deficiency in Sanskrit, especially in the third year class, and in the geometry and mensuration of the second year class. In Bauleah, while the Sanskrit of the first and second year classes was good, that of the third year was inferior, as was also the geometry and mensuration of the same class; in the second year the candidates failed in history.

FEMALE EDUCATION.

262. FEMALE EDUCATION.—The following figures show the progress in female education during the past year. They refer to the instruction of native girls only, schools for Europeans being separately noticed:—

	1877.		1878.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	1	87	1	140
Aided "	290	7,824	311	8,158
Zenana " (aided)	125	1,580	134	1,827
Private "	48	1,001	73	1,839
Total ...	464	10,492	519	11,964
Girls in boys' schools	...	9,794	...	9,623
Total girls ...	...	20,286	...	21,587

The increase of 1,301 girls at school is mainly in private schools under missionary management and zenana schools, though it is spread more or less over all heads. Taking into account the schools for European girls, we have an increase of 52 schools and 1,088 pupils.

263. The number of girls in different stages of progress is shown in the following statement, again for natives only:—

	1877.	1878.
Higher stage	30	49
Middle "	1,143	1,629
Primary (upper)	5,861	5,976
" (lower)	13,252	13,896
Total ...	20,286	21,550*

* No returns for 37 pupils.

It appears, therefore, that 19 girls passed from the middle to the higher stage and 486 girls from the primary to the middle stage during the year, and that some 600 children passed from the lower to the upper primary stage. These figures, which are supplied by the managers of the schools, cannot be relied upon in all cases. Mrs. Wheeler's reports show that the Zenana Education Society in the Dacca Division, and the Calcutta zenana agencies have presented the results of their operations in too favourable a light. As soon as the system of zenana examinations has been set at work under the Inspectress, we shall have more valuable statistics to deal with.

264. The single Government school in the preceding table is the Bethune school in Calcutta. The history and present condition of this school was fully discussed in the last report. On the 17th September last the Committee submitted to Government a lengthy report on the condition and management of the school and its proposed re-organisation, as called for by Government in March 1877. It is understood that, since the submission of that report, the Banga Mahila Bidyalaya of Ballygunge has been amalgamated with the Bethune school, but nothing is known to the department as to the manner of this amalgamation, or the organization of the joint school.

265. Besides the Bethune school, the other institutions in Calcutta aided by Government, for the promotion of female education, were the following:—

I.—Zenana Agencies.

	Monthly grants.
	Rs.
American Mission Agency	752
Church Mission Society's "	300
Church of Scotland "	100
Free Church "	90
Total ...	1,242

II.—Normal Schools.

Free Church Normal School	166⅔
Church Mission Society "	160
Mirzapore Native Ladies' "	166⅔
Total	493⅓

FEMALE EDUCATION.

III.—*Orphanages.*

	Monthly grants.
	Rs.
Church of Scotland Orphanages	40
Foundling Asylum	100
Free Church Orphanage	75
European Female Orphan Asylum	200
Total ...	415

IV.—*Schools for Natives.*

Dr. Duff's	School	80
Central	"	50
Mott's Lane	"	30
Toltollah	"	20
Calcutta Hindu	"	15
Syambazar	"	14
Dhobapara	"	20
Kidderpore	"	20
Sonai	"	20
	Total ...	269

V.—*Schools for Europeans and Eurasians.*

Calcutta Girls' School	300
Entally Loretto ditto	250
Bow Bazar Girls' ditto	150
Old Church Parochial Home	19½
Ezra Street Christian-Jewish School	75
Free School (Girls' Department)	416
Benevolent Institution (Girls' Department)	104
Total ...	1,315½

266. Besides the aided schools, there were 11 private schools for girls under missionary management, and two schools for Europeans and Eurasians, which sent in complete returns, and besides these again were 12 schools for Europeans and Eurasians which declined to send in returns. The unaided schools are in every respect similar to the aided schools.

267. In addition to the normal schools in the foregoing list, of which the grant to the Mirzapore school has since been cancelled, there are training classes attached to the American Mission, and to the Church of Scotland Orphanage, but these classes are not separately aided. Reserving for consideration under another head the schools for European and Eurasian girls, together with the European Female Orphan Asylum and the Church Mission normal school, the Government expenditure on native female education in Calcutta stands at Rs. 2,059 a month.

268. More than half the total cost is still incurred in aiding the Missionary zenana agencies of Calcutta, and among these more than one-third in aiding the American Mission agency. If there is any justification for these large zenana grants, it is to be found in the following consideration. The chief obstacle in the way of female education is the unwillingness of guardians to allow girls to continue in the schools after they have reached nine or ten years of age—the age at which they marry. As soon as they are married they are shut up in the zenana, and are cut off from the ordinary means of instruction. From this point the Missions offer to continue, by the help of female teachers who will be admitted into the zenana, the work already begun in the schools. This offer has in past years been gratefully accepted by Government, in the belief that by this means the education just begun in the girls' schools would be carried on to something like a satisfactory conclusion in the privacy of the zenana. Unhappily, however, this expectation on the part of Government has so far not been realized. It appears on the one hand that the female teachers employed are very frequently quite unfitted for their work, and on the other hand that not more than 10 per cent. of the pupils, on the most liberal calculation, have received any previous instruction in the schools. In other words, speaking generally, neither have the zenana pupils received the elementary instruction in school, to complete which the Government aid is given to the Missions, nor are the teachers competent to carry on the work of completion even if the pupils were sufficiently advanced to receive it. Of the teachers employed only a few are Europeans, and of these again few are so familiar with the vernacular that they can dispense with interpreters in their intercourse

with the pupils. The chief part of the teaching is therefore done by native teachers, who are ill-educated and often indifferent, and who, being little supervised, are consequently irregular in their work. "Regarding the inefficiency of the native teachers," writes Mrs. Wheeler, "I will relate the following: I examined the normal class attached to the Church of Scotland Orphanage the other day. I gave the 17 pupils a written examination in "Bodhoday" on the first day: on the second day 11 of them refused to go on with the examination on the ground that they did not belong to the class, and so on. Of the six who remained only three did at all fairly, though one it is true was very good. The want of knowledge was really amusing, though some of the pupils were supposed to be teaching Charupath and 3rd Poetical Reader to zenana pupils." The pupils referred to read with a pundit during the early hours of the day and afterwards go out teaching; and the statement shows that they failed to pass an examination in a much lower standard than they were supposed to teach. It is mainly through the reports of Mrs. Wheeler, the Government Inspectress of Schools, that the very meagre character of the instruction given to the bulk of the zenana pupils has become accurately known to the department; but I have reason to know that her statements would not be impugned by some of the most earnest supporters of the system. The time devoted by a mistress to each house visited is on an average only two hours a week. Within these two hours the mistress has to find time for the answers to the questions with which her pupils ply her on things in general, for the Bible stories which her duty to the Mission requires of her, for needle work, and for reading lessons. It is clear that a very small fraction of the time will be devoted to her proper work, as Government regards it, of carrying on the education of girls already taught up to a certain point in the schools. FEMALE EDUCATION.

269. As was said last year, Mrs. Wheeler's reports have thrown much light upon the working of the zenana system; the faults are now clearly seen, and it is not difficult to apply remedies. It is easy to understand the temptation to which the Mission agencies have been exposed by the necessity of showing an improvement in their figures year by year. The several agencies are in the keenest competition, not for the approval of Government in this country, but for that of the home societies which support them. The consequence of this is the extension of their work at all costs, and to this end almost any Native Christian woman professing to have had an education is enlisted and set to work as a teacher, without, it is to be feared, in all cases complete guarantees either of ability or of good conduct. The contraction rather than the extension of zenana work is, I am convinced, the object at which the Missions should now aim, so long as the supply of eligible teachers continues so limited as at present. The defects which retard the work of the zenana agencies may be summed up as (1) the want of unity among the different agencies, (2) the inefficiency and laziness of the Native Christian teachers, (3) the want of method in teaching and of proper supervision of the teachers, (4) the low rates of fees.

270. To correct these defects in the system we want first of all some guarantee of ability in the teachers. This would be supplied by a public examination for mistresses, answering to that already in force for certificated masters. Then, to test the work of these certificated mistresses, we must have graduated standards and examinations for the pupils, and the grants-in-aid must be rated on the results of these examinations. For merely elementary instruction, which does not come within the scope of the zenana system as understood by Government, little or no credit should be given; while large rewards might be paid for all pupils reaching the middle and higher standards. The last reform required has regard to the economising of the resources of the zenana agencies, so that the pupils may receive something more than the present meagre allowance of two hours a week, of which possibly one-half may be given to teaching. The remedy is to organise classes, to be held in certain central houses, at which pupils desiring instruction can assemble from the neighbouring zenanas. Some of these principles have already received the approval of Government, and but for Mrs. Wheeler's absence in the Eastern Districts the system would have been already in force.

271. Meanwhile, the zenana system is being extended. Last year new grants were given for six teachers in the 24-Pergunnahs, to 13 in Midnapore, to 10 in

FEMALE EDUCATION.

Balasore, and to one in Dacca, and applications for grants-in-aid have been received from Kishnaghur and other places. The cost to Government for all this zenana teaching in Calcutta and the mofussil was Rs. 16,420, of which Rs. 14,804 was expended on the Calcutta agencies, while the societies aided contributed more than Rs. 46,500. Of the total receipts only Rs. 7,986 were raised by fees from 1,827 pupils—less than six annas a head per month.

272. During the year Mrs. Wheeler reported on a large number of the Calcutta schools, and on the zenana pupils and schools in the districts of Dacca, Tipperah, Backergunge, and Furreedpore. It is of interest to compare the two sets of reports, since the Calcutta schools are all under missionary management, while those in the mofussil are nearly all under native management.

273. The first matter which Mrs. Wheeler set herself to investigate was the success of the organizations in the Dacca Division, which under the name of zenana examination societies aim at carrying on the work of education, after the girls have left the school for the seclusion of the zenana, by means of rewards after examination. Mrs. Wheeler writes as follows:—"In very few cases could the examinations have been conducted by honest means. I have read the question papers, and I do not think the pupils capable of answering them fairly. And this brings me to another point—the teaching is too spasmodic; they take up their books only a couple of months or so before the examination, and as soon as the examination is over all the books are put away till the next examination approaches." When then, in spite of this very inadequate preparation, the pupils pass a fairly difficult examination, the only conclusion we can come to is that they did not answer the examination questions without assistance. Perhaps it would be altogether too much to hope that husbands would abstain from giving such assistance in the absence of all supervision and control. The committees plead that without the help of a lady inspector they are powerless to remedy these evils. In many places Mrs. Wheeler found such of the pupils as were doing anything at all engaged in reading books of a lower standard than that of the examination which they were credited with having passed. Altogether the central committees seem to have discharged their obligations in a somewhat perfunctory manner, though Mrs. Wheeler is of opinion that committees of this kind will never be in a position to exercise any real supervision over the training and examination of the zenanas. The results, then, of the Dacca system of zenana teaching cannot be considered altogether satisfactory. On the other hand, Mrs. Wheeler's report shows that at all events for one or two months in the year some small amount of work is done by the pupils, and when we consider the comparatively trifling subsidy given to the associations, Government will probably consider that this work, small though it be, is not obtained at too great a cost. As regards the general question, Mrs. Wheeler gathers from all she saw that there is a genuine desire for instruction both on the part of the married girls and on the part of their male relatives. She writes:—"I do not think there is now the desire to obtain favour with the *Hakim* in sending girls to school which there was before; and there is a spirit of rivalry springing up between girls and boys in the matter of scholarships, though as yet only a few girls are actually studying for them." Altogether she writes more hopefully of female education than Circle Inspectors have generally written.

274. Of the Calcutta institutions Mrs. Wheeler examined during the year 23 schools with 1,042 pupils, and 97 zenana classes with 117 pupils. Of the pupils examined in schools she returns three as in the middle stage of progress, and 68 in the higher section of the primary stage, that is, as able to read and write simple sentences. Of those examined in zenanas she returns only 2 in the middle stage, and 6 in the higher section of the primary stage. These figures show a decrease of the proportion in the middle and higher primary stages. There seems to have been very little improvement made in any of the schools. The Central school in connection with the Church Mission normal school in Cornwallis Square showed some improvement, as also the Dirzipara school under the same management. The only other school showing progress was the American Mission school in Syam Bazar. But of the large majority of schools a very poor account is given:—"The teachers are lazy and good for nothing," "not a single child is able to read or write the simplest sentences," and so on.

FEMALE EDUCATION.

275. Excluding aided zenana classes the aided girls' schools* throughout the country have increased by 21, with 334 additional pupils, the increase being in girls' pathsalas. Grant-in-aid schools have fallen from 157 to 151; those under Missionary management are fewer by six with 50 pupils. The grant-in-aid schools are for the most part in the Burdwan, Dacca, and Presidency Divisions. The Chundra Nath female school, Rajshahye, was closed during the year. All other descriptions of girls' schools are stationary, except those aided from the primary grant, which have increased from 128 to 151. In the Dacca Division there is an increase from 92 to 113 of such schools, Burdwan and Behar making up the small balance. It will be seen that nearly all the girls' pathsalas are in the Dacca Division. In Tipperah alone there are 72, or nearly half the whole number. Most of the Inspectors, however, seem to have more confidence in the mixed pathsalas than in those exclusively for girls, regarding the competition with boys as a great stimulus; and Mrs. Wheeler holds similar views as the result of her tour in the Eastern Districts. The number of girls in boys' pathsalas has not increased as it did in the preceding year, owing to some extent to the discontinuance in two or three districts of the practice of rewarding gurus for the mere attendance of girls.

276. Perhaps the plainest indications of progress are the increasing numbers of girls who read in English schools for boys, and of girls who present themselves for examination by the ordinary standards. There were three English schools for native girls, the Dacca school, the Ballygunge school (since amalgamated with the Bethune school in Calcutta), and the London Mission school at Bhowanipore; but none of the pupils appeared at either the Entrance or the middle English examination. Of the pupils of vernacular schools one girl from the Chandsarak school in Kishnaghur passed the middle vernacular scholarship examination in the lowest division. In Tipperah six girls passed the primary scholarship examination, one standing second on the whole list and winning a scholarship, and another only just failing to secure a place in the first division. The latter was the daughter of a Mahomedan cultivator. Both these girls are now preparing for the lower vernacular scholarship examination. This success may be fairly put forward by the district officer as an answer to the doubt suggested in the last report about the success of girls' pathsalas, as distinguished from mixed pathsalas In Backergunge also one girl passed the lower vernacular scholarship examination, and another passed the primary scholarship examination. Many of the districts, in the exercise of the discretion allowed them by Government, have set aside certain of the ordinary scholarships for award to girls, but none of them seems to have been taken up. No information has been supplied on the subject of the examination for girls in the 24-Pergunnahs noticed in the last report. The Uttarpara Hitakari Sabha examined 28 girls from nine of the affiliated schools in Burdwan, and 27 girls from seven schools in Hooghly. The Sabha with its examinations, prizes, and scholarships, continues to advance female education.

277. The foregoing are all aided schools. There were 73 unaided schools for native girls, 51 of which were under Missionary management, and all teaching the vernacular. There were also two girls' schools, and seven mixed schools for Europeans and Eurasians. Schools for Europeans and Eurasians will receive separate consideration.

EDUCATION OF EUROPEANS AND EURASIANS.

278. EDUCATION OF EUROPEANS AND EURASIANS.—On 31st of March 1878, schools for the general education of Europeans and Eurasians which sent in complete returns were as follow:—

Aided schools for boys	8	with	1,637	pupils.
" " for girls	9	"	950	"
" mixed schools	18	"	786	"
" normal "	1	"	16	"
Total ...	36	"	3,389	"

Unaided schools for boys	3	with	492	pupils.
" " for girls	2	"	160	"
" mixed schools	7	"	514	"
Total ...	12	"	1,166	"

EDUCATION OF EUROPEANS AND EURASIANS.

279. In the general summary, among aided schools for Europeans and Eurasians have been included by mistake the Upper and Lower Scottish Orphanages, though all the 41 pupils in March last were Native Christians. These two schools are excluded from the figures here given. On the other hand, the Church Mission normal school for Eurasian teachers is now added in order to complete the list.

280. These schools have not hitherto been classified according to class of instruction. There is, however, no reason why this should not be done. The higher schools already have their class fixed by the Entrance examination to which they send up candidates; and the rest may be classified in the same way as middle or lower by comparison of their standards with those of middle English and lower vernacular schools. The total cost to Government of these schools was Rs. 70,246, and the cost altogether Rs. 2,53,255.

281. CALCUTTA.—Full returns were obtained from 30 schools with 3,790 pupils, of whom 2,366 were boys and 1,424 were girls. Of these schools, nine were mixed, ten were for boys, and eleven, including the Church Mission normal school, for girls.

282. Of the ten boys' schools, seven were aided and three unaided. In the seven aided schools there were 1,590 pupils, of whom 1,410 were Christians, 99 were Hindus, 33 Mahomedans, and 48 "others." Classified according to social position, 22 were from the upper classes of society, 1,129 from the middle, and 203 from the lower classes; 236 were of unknown parentage. The progress returns give 211 in the upper stage, 711 in the middle, and 467 in the upper section of the primary stage. The expenditure on these schools was Rs. 1,30,405; the total cost to Government Rs. 28,754, and the cost to Government per head Rs. 18. The Hindu, Mahomedan, and 'other' pupils in these schools are for the most part in the Benevolent Institution, St. Chrysostom's, St. Joseph's, and the Doveton College; and the 22 pupils from the upper classes are in the Doveton College and St. James'. Those returned as "others" are mainly Chinese, Burmese, and Parsees in the Benevolent Institution and St. Joseph's. Classified according to class of instruction, the Doveton College, the Free School, St. James', St. Joseph's, and St. Chrysostom's send up pupils from their highest classes to the Entrance examination and are therefore higher schools. The Benevolent Institution, though it has not sent up candidates to any of the public examinations, is classed as a middle English school; and the Cathedral Orphanage, in Portuguese Church Street, as a lower English school.

283. In the three unaided boys' schools, St. Xavier's, the Armenian Philanthropic Academy, and the American Mission school, there were 492 pupils, of whom 435 were Christians, 32 were Hindus, 2 were Mahomedans, and 23 were 'others;' classified according to social position 96 were from the upper classes of society, and 396 from the middle classes. The progress returns give 89 in the upper stage, 257 in the middle, and 136 in the upper section of the primary stage. St. Xavier's and the Armenian Academy teach up to the Entrance standard.

284. Of the 11 girls' schools 9 are aided. In these are 931 pupils, of whom 36 are boys. Of these pupils 878 are Christians and 53 are returned as "others," all being in the Christian-Jewish School; 329 are from the middle class of society, and 347 from the lower, the rest being in orphanages and returned as of "unknown parentage." The progress returns show nine in the upper stage of progress, 343 in the middle, and 412 in the upper section of the primary stage. The expenditure on these schools was Rs. 65,301; the total cost to Government was Rs. 18,306, and the cost per pupil Rs. 20. The two unaided schools which sent returns are the Loretto House and the Doveton College for Young Ladies. They had 151 and 146 pupils respectively, all Christians but three; of whom 96 belong to the upper classes of society, and 201 to the middle; 58 are in the upper stage of progress, 144 in the middle, and 76 in the upper section of the primary stage. As there are no recognised standards by which to classify girls' schools, they are all returned under one head. The aided schools are the Free School for Girls, European Female Orphan Asylum, Bow Bazar Loretto, Entally Loretto, Calcutta Girls, Christian-Jewish School, Old Church Parochial Home, Benevolent Institution for Girls, and the Church Mission Normal School.

285. Of the nine mixed schools five were aided and four unaided. In the aided schools there were 323 pupils, 144 boys and 179 girls, all Christians. According to social position 203 were from the middle classes, 64 from the lower, and 56 of "unknown parentage;" nine were in the upper stage of progress, 93 in the middle, and 121 in the upper section of the primary stage. The expenditure was Rs. 10,603, the total cost to Government was Rs. 3,561, and the cost per pupil Rs. 14. The four unaided mixed schools had 157 pupils, 92 boys and 65 girls: 130 were Christians, 6 Hindus, 8 Mahomedans, and 13 others, all from the middle classes of society: 54 were in the middle stage of progress, and 61 in the upper section of the primary stage.

EDUCATION OF EUROPEANS AND EURASIANS.

286. The nine mixed schools are classified thus:—

Aided.

School		Class
St. Stephen's School	... ...	Middle English school.
Old Church Day "	... ...	Middle English school.
St. John's "	... ...	Lower " "
St. Paul's "	... ...	Lower " "
St. Saviour's "	... ...	Lower " "

Unaided.

School		Class
Infant Preparatory School	... ...	Lower " "
Mrs. Moran's "	... ...	Lower " "
" Whelan's "	... ...	Lower " "
" Ridley's "	... ...	Lower " "

287. Besides these 30 schools, there are some 13 other schools for Europeans and Eurasians, more or less known to the department, which did not, however, send in full returns. They are—

La Martiniere for boys.	Young Ladies' Seminary.
" for girls.	The Pratt Memorial School.
Murgihatta Loretto School.	Mr. Sale's "
Mrs. Waters' "	Mrs. Barbain's "
" Stark's "	" English's "
Mr. Ardwise's "	The Fort Regimental "
Mrs. Powell's "	

288. The success of the higher English schools at the Entrance examination is shown in the following table:—

Name of School.	Number of candidates.		Passed in the 1st grade.		Passed in the 2nd grade.		Passed in the 3rd grade.		Passed in the Total.		Scholarships.	
	1876.	1877.	1876.	1877.	1876.	1877.	1876.	1877.	1876.	1877.	1876.	1877.
St. Xavier's	27	25	4	4	13	4	...	1	17	9	2	2
Doveton	19	13	3	7	8	2	...	2	11	11	...	4
La Martiniere	10	9	1	2	5	2	...	...	6	4	...	...
St. James'	2	7	...	1	...	...	...	1	...	2	...	...
Armenian Philanthropic Academy ...	5	4	1	1	2	1	...	1	3	3	...	1
The Free School	3	3	...	...	...	2	...	...	...	2	...	..
St. Joseph's	7	4	1	1	1	...	1	...	3	1	1	...
St. Chrysostom's	2	4	...	...	..	...	...	...	...	...	...	...
Total ...	75	69	10	16	29	11	1	5	40	32	3	7

289. I now give two tables, the first showing the social position of the pupils at the various schools, so far as I have been able to ascertain it, and the other showing the amount of the grant given by Government to each of the aided schools. Though the schools are established primarily for the education of children of European and Eurasian parents, it will be seen that in some of them there are children of other than European and Eurasian origin. In the 'Christian-Jewish' School in Ezra Street the number of children this year that properly came under the heading is only two; of the rest 52 are Jews of other than European origin, and 8 Parsees. English is the language of the school.

EDUCATION OF EUROPEANS AND EURASIANS.

A.—*Social Position of the Pupils of European and Eurasian Schools in the Town of Calcutta for* 1877-78.

Number.	Schools.	Total number of pupils.	Upper classes of society.	Middle classes of society.											Lower classes of society.									Parentage unknown or not stated.	Remarks.
				Government Service.				Estates.		Professions.		Trade.			Service.	Estate.		Trade.	Labour.						
				Salary Rs. 200 to Rs. 833.	Salary Rs. 50 to Rs. 200.	Salary Rs. 20 to Rs. 50.	Salary under Rs. 20.	Property above Rs. 1,000 a year.	Property Rs. 50 to Rs. 1,000 a year	Higher.	Lower.	Bankers and manufactures.	Shop-keepers.	Total of the middle classes.	Under Rs. 20 a month.	Under Rs. 50 a year.	Agriculture.	Small dealers.	Handicraft.	Skilled labour.	Common labour.	Miscellaneous.	Total of the lower classes.		
	***Aided under the Minute of February* 1875.**																								
1	St. John's ...	44	...	4	15	...	...	...	...	8	3	10	4	41	...	...	...	...	...	...	...	...	...	...	
2	St. Paul's ...	97	...	...	4	...	...	...	...	5	13	...	..	22	30	...	...	...	7	13	..	..	50	25	
3	St. Saviour's ...	27	...	...	...	...	...	...	...	9	...	...	...	9	5	...	...	..	...	..	...	9	14	4	
4	St. Stephen's ...	66	...	30	22	...	...	...	...	14	..	..	...	66	...	...	..	...	..	...	..	...	...	...	
5	Catholic Male Orphanage ...	252	..	1	12	...	...	...	...	4	...	8	...	25	14	...	..	2	6	.	..	...	22	205	
6	St. Joseph's ...	403	...	48	78	62	...	42	39	18	20	...	...	307	63	...	...	...	18	..	..	..	81	15	10 Hindus, 9 Mahomedans, 4 Burmese, 3 Parsees.
7	St. Chrysostom's ...	102	...	2	5	...	5	...	...	3	30	41	13	102	...	...	...	...	...	...	...	..	...	...	34 Hindus, 3 Mahomedans.
8	Bow Bazar Loretto (Girls') ...	266	..	32	23	...	...	...	...	...	...	12	...	67	39	...	40	10	60	10	...	..	159	40	
9	Christian-Jewish ...	55	...	...	1	...	...	...	...	...	...	54	...	55	...	...	..	...	...	...	...	.	...	...	52 Jews, 1 Parsee.
10	Old Church Day (Kopalitola) ...	89	...	9	15	6	5	...	...	9	16	2	..	62	...	...	...	...	...	...	. .	...	. .	27	
11	Doveton College ...	297	14	79	31	2	...	13	5	40	28	62	7	267	...	...	...	...	...	...	...	...	...	16	12 Hindus, 3 Mahomedans.
12	Benevolent Institution for boys ...	143	..	...	...	...	3	...	...	12	10	17	1	43	38	2	...	14	13	...	...	33	100	...	43 Hindus, 83 Mahomedans, 18 others. There were 17 little boys in the Girls' school.
13	Ditto ditto for girls ...	108	...	...	...	...	...	...	...	19	.	10	...	29	30	...	...	3	9	...	...	33	75	4	
14	Old Church Parochial Home ...	16	...	...	...	...	...	...	...	...	...	..	..	..	...	...	. .	...	...	...	...	..	...	16	
	Total ...	1,965	14	205	206	70	13	55	44	141	120	219	25	1,098	219	2	40	29	113	23	...	75	501	352	
	Other Aided Schools.																								
1	St. James' ...	142	8	56	17	...	...	...	3	21	14	23	..	134	...	...		...	...	...	...	...	...	...	
2	Church Mission Normal, Cornwallis Square ...	16	...	5	...	...	...	...	1	...	10	...	...	16	...	...	..	...	...	...	...	...	...	...	
3	Entally Loretto ...	200	...	...	...	...	...	...	...	...	23	...	...	23	78	...	...	3	26	...	2	...	109	68	
4	Free School for boys ...	251	...	21	56	32	18	7	12	...	70	35	...	251	...	...	...	...	...	...	...	...	...	...	
5	Ditto for girls ...	132	...	...	18	22	...	...	6	3	15	5	...	68	4	...	..	...	...	...	...	..	4	60	
6	European Female Orphan Asylum ...	51	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..	...	...	51	
7	Calcutta Girls' ...	87	...	24	6	...	...	2	...	3	30	18	4	87	...	...	...	...	...	...	...	...	...	...	
	Total ...	879	8	106	97	54	18	9	21	27	162	81	4	579	82	..	...	3	26	...	2	...	113	179	
	Unaided Schools.																								
1	Doveton Institution for Young Ladies ...	146	7	59	14	...	4	4	...	27	3	9	19	139	...	...	...	...	...	...	...	...	...	...	One Hindu.
2	Armenian Philanthrophic Academy ...	52	...	...	...	...	...	...	15	22	...	...	15	52	...	...	...	...	.	...	...	..	...	...	31 Hindus, 2 Mahomedans, 23 others.
3	Armenian Mission School ...	51	...	...	21	...	...	...	...	13	4	5	8	51	...	...	...	...	..	...	...	...	...	...	
4	St. Xavier's ...	389	96	110	34	11	25	11	63	26	13	...	...	293	...	...	...	...	...	...	...	...	...	...	1 Hindu, 2 Jews.
5	Loretto House ...	151	89	43	...	...	...	...	...	19	...	...	...	62	...	...	...	...	..	..	...	..	...	..	
6	Mr. Ridley's ...	4	...	1	1	...	...	...	...	2	...	...	...	4	...	...	...	...	...	...	...	...	...	...	
7	Mrs. Whelan's ...	19	...	6	6	...	...	...	...	...	7	..	...	19	...	...	...	...	...	...	..	.	..	...	
8	Miss Moran's ...	23	...	23	...	...	...	...	...	...	...	...	...	23	...	...	...	...	...	...	...	...	...	...	6 Hindus, 8 Mahomedans, 18 others.
9	Infant Preparatory ...	111	...	3	90	14	...	4	...	...	...	...	..	11	...	...	...	...	...	...	...	...	...	...	
	Total ...	946	192	245	166	25	29	19	78	109	27	14	42	754	...	...	...	...	..	...	...	..	...	...	
	Grand Total ...	3,790	214	556	469	149	60	83	143	277	309	314	71	2,4311	301	2	40	32	139	23	2	75	614	531	

Summary—

Pupils belonging to the upper classes ...	214
" " middle " ...	2,431
" " lower " ...	614
Pupils whose parentage not known ...	531
Total ...	3,790

290. Leaving out of consideration the unaided schools in the foregoing table, which exceed those in the lists of former years only because more of them consented this year to send in returns, we find that the numbers of pupils in the three sections of society were returned as follows:— EDUCATION OF EUROPEANS AND EURASIANS.

	1876.	1877.	1878.
Upper classes	11	95	22
Middle „	1,429	1,620	1,677
Lower „	437	591	614
Parentage unknown or not given ...	326	504	572
Total ...	2,203	2,810	2,885

291. All the pupils from the upper classes are in the Doveton and St. James' school, which returned 14 and 8 respectively, against 84 and 11 in the preceding year. The only new school in the list is the Parochial Home in connection with the Old Church. Its object is to rescue young girls who are destitute, or without proper guardianship, from their evil surroundings, and to train them to a life of usefulness as domestic servants and the like. Only those are admitted who are below the age of 10 years. The only other change during the year was the transference of the Calcutta Girls' School from the hands of the old Committee to those of Dr. Thoburn, of the American Unitarian Mission. Dr. Thoburn moved the school from its old site in Circular Road to the neighbourhood of Wellesley Square, where he has largely increased the number of pupils. The school no longer requires the large Government grant, the pupils being for the most part well able to pay.

292. The net decrease of 14 in the number of pupils in schools aided under the February minute is divided among the schools of St. John's, St. Saviour's, the Christian-Jewish, the Benevolent Institution, and the Doveton College. The numbers in the last named institution fell from 363 to 297, but this loss was met by a large increase in St. Joseph's, and by smaller additions to some of the other schools.

B.—Aided European and Eurasian Schools.

No.	Name, class, and management.		Pupils. Boys.	Girls.	Monthly Government grant.	Monthly fees.	REMARKS.
	Higher Schools.				Rs. A. P.	Rs.	
1	Doveton College	Protestant ...	297	......	154 0 0	3 to 10	The capitation grant is Rs. 3·08 a head for 50 pupils.
2	St. James'	Protestant ...	142	......	200 0 0	4-4 to 6-4	
3 & 4	Free School	Protestant ...	251	132	894 5 4	3	The Free School is an endowed school, and not strictly aided, 77 pupils pay fees.
5	St. Joseph's	Roman Catholic ...	403	......	200 0 0	3 to 5	
6	St. Chrysostom's	Roman Catholic ...	102	......	50 0 0	1 to 4	
	Middle Schools.						
1	St. Stephen's	Protestant ...	36	30	100 0 0	1 to 3	
2	Old Church Day	Protestant ...	51	38	70 0 0	1½ to 3	
3 & 4	Benevolent Institution ..	Protestant ...	160	91	209 0 0	Free ...	The Benevolent Institution has been hitherto exclusively managed by Protestants, though the terms of the Trust do not require more than that the managers should be Christians. It receives Rs. 75 as a capitation grant.
	Lower Schools.						
1	St. John's	Protestant ...	21	23	50 0 0	1 to 2	
2	St. Paul's	Protestant ...	25	72	55 0 0	1	
3	St. Saviour's	Protestant ...	11	16	50 0 0	¼ to 1	
4	Christian-Jewish	Protestant ...	12	43	75 0 0	¼ to 3	
5	Catholic Male Orphanage ...	Roman Catholic ..	252	......	200 0 0	Free	
	Girls' Schools.						
1	Church Mission Normal ...	Protestant ...	......	16	160 0 0	1	
2	European Female Orphan Asylum	Protestant ...	......	51	200 0 0	Free ...	
3	Calcutta Girls	Protestant ...	......	87	300 0 0	2 to 5	
4	Old Church Parochial Home	Protestant ...	......	16	*19 8 0	Free ...	* Raised to Rs. 51 from June 1878.
5	Bow Bazar Loretto	Roman Catholic ...	......	266	150 0 0	1 to 4	
6	Entally Loretto	Roman Catholic ...	7	193	250 0 0	1	

293. With regard to the European Female Orphan Asylum I understand that the questions which were last year agitated have not yet been settled. The Church Mission normal school had 16 European and Eurasian pupils under training during the year, at a cost to Government of Rs. 128 per pupil, and at a total cost of Rs. 515. This includes lodging, board, and instruction. Mrs. Wheeler reports favourably of it. In table B, the Free School and the Benevolent Institution are entered each as one school instead of two, a boys' and a girls', as in table A. The management of the latter school is still a source of

EDUCATION OF EUROPEANS AND EURASIANS.

great anxiety, as it has been for very many years past. Sixteen years ago the Director of Public Instruction reported to Government on the miserable quality of the instruction given. This was represented to be due to the difficulties with which the school had to contend in consequence of the very limited support that the Baptist management was able to command, and the trustees were urged to associate with themselves the members of other churches with a view to obtain larger subscriptions. During the last three years the services of an excellent head-master, Mr. Aratoon, have considerably improved the character of the instruction; but the financial difficulties still remain, and under such conditions there is no certainty of retaining good teachers. The managers, however, have disputed the right of the local Government to compel them to any change of system, or to resume the grant.

294. PRESIDENCY DIVISION.—The only school under inspection is the aided railway school at Rampore Haut. It has 13 pupils of whom nine are girls. The Government and the Company give equal grants of Rs. 30. The military schools at Barrackpore and Dum-Dum are not under inspection.

295. BURDWAN DIVISION.—There are five schools in the division for the exclusive instruction of Eurasian and European children. The total roll number on the last day of the year was 105 boys and 70 girls. The cost to Government was Rs. 3,725, or only Rs. 1-12-4 per month per head. The railway schools at Raneegunge and Assensole, two out of the five schools of this class, are not favourably reported on either for progress or for discipline. The re-organization of the Chinsurah girls' school has been for the time postponed. The remaining two schools, both situated at Howrah—Bishop Milman's and St. Thomas' School,—are doing well under the management of the Revd. Mr. Morris.

296. RAJSHAHYE.—Under this head come St. Paul's school for boys and the European girls' school at Darjeeling. At St. Paul's there were 47 on the rolls—one less than on the same date last year. There has been some fluctuation in the numbers this year, but they have never risen so high as they were in 1875-76. Another change has taken place in the head-mastership, the Committee of the school having appointed Mr. R. Carter, from the High school, Allahabad, towards the close of the official year. No boy appeared at the Entrance examination. I trust, when the school has recovered from the frequent changes and the somewhat unsettled state of things which prevailed during a part of last year, it may rise to the position which it undoubtedly ought to occupy in Bengal.

297. *Darjeeling Girls' Schools.*—There has been a large increase in the number of pupils, namely, from 16 to 35; and since the returns have been sent in ten more pupils have joined. A great impetus has been given to the progress of this institution. Mrs. Lewin, the wife of the Deputy Commissioner, has taken over the Secretaryship, and has shown much interest in the school. A working Committee has been formed; great improvements have already been introduced, and more are contemplated. An additional mistress has been appointed, as well as a pupil teacher and a matron. The following is an extract from the Inspector's report:—"I am glad to be able to express my satisfaction with the state of the school. The girls are not very far advanced in the second class, but it seems to me that what they have learnt they have learnt well. The pronunciation was better than I expected, indeed generally very fair. The change of house which I looked forward to has taken place, but the school has now outgrown its new home. I am very sanguine as to the prospects of the school, which should fill what is a very serious want in Bengal."

298. It is under consideration to establish at Kurseong a school for the children of the employés on the State Railways of Bengal.

299. DACCA.—There is only one school in the Eastern Circle for the exclusive education of Europeans and Eurasians, namely, Mr. Vyse's school in Dacca. This school receives a capitation grant of Rs. 2-8 per head, the total not exceeding Rs. 150 per mensem. The number on the rolls for the current year shows a slight falling off, 53 against 56 in 1876-77. Of the 53 pupils 26 were girls and 27 boys. The Inspector reports favourably of the state of the school. Mr. Vyse has received the munificent donation of Rs. 10,000 from Babu

Kalikissen Tagore, of Calcutta, towards the establishment and maintenance of an Orphan Training school in Dacca.

EDUCATION OF EUROPEANS AND EURASIANS.

300. PATNA.—The total number of children attending the European and Eurasian schools at Dinapore, Buxar, Arrah, and Dehree, was 143 against 185 of the preceding year. Of those 143 students, 51 were girls and 92 were boys. Besides these there were Eurasian pupils both at the Bankipore Convent school and at the Kurji Priory, whose numbers have not been given. The total Government cost for the first four schools was Rs. 13,331, against Rs. 19,121 of the year before.

301. BHAGULPORE.—St. Mary's School at Jamalpore had on the 31st March last 88 pupils on the rolls, of whom 26 were girls. The teachers of this school, Mr. and Mrs. Pegler, as well as the Lady Superintendent of the boarding establishment, are well qualified for their several posts. But the attendance of the pupils is too uncertain to ensure progress in proportion to the exertions of the teachers. This school cost Government Rs. 1,461-6-9.

302. ORISSA.—The total number of European and Eurasian children under instruction on 31st March last was 52, 23 boys and 29 girls. The only town in the province containing any considerable European and Eurasian population is Cuttack. Abundant provision exists for their educational requirements, the aided Cuttack Christian school being specially set apart for them. The instruction imparted there is of an elementary character, preparatory to superior schools in Calcutta and elsewhere. This school receives a monthly grant of Rs. 64. On 31st March it had 18 boys and 13 girls. The unaided Roman Catholic girls' school at Cuttack is also resorted to by children of the poorer classes of Europeans and Eurasians residing in the town. There were, besides the above, five pupils in higher English schools, and 16 in middle English schools under the management of Missionary bodies.

MUHAMMADAN EDUCATION.

303. MUHAMMADAN EDUCATION.—In the total population of Bengal, Behar, and Orissa the Muhammadans number, according to the last census, 31·5 per cent. The returns of the year show that, out of a total number of 528,748 pupils of all creeds in Government and aided schools on the 31st March 1878, the Muhammadan pupils numbered 86,847, or 16·4 per cent. The percentages in the corresponding dates in the three preceding years were 17·2, 19·4, and 20 respectively. At the same time the actual number of Muhammadan pupils in Government and aided schools is 5,262 more than in the preceding year. The percentage of pupils in all schools, Government, aided, and private, was 17·4 against 18 in 1877 and 22·8 in the year preceding. The number was 111,645 against 106,590.

304. The proportion of Muhammadan pupils in the different classes of schools has not much changed since the last report. It is only in Primary Fund schools that it has fallen appreciably, owing to the large increase of pupils in these schools in the divisions of Burdwan and Orissa, where Muhammadans are few. The number of Muhammadan teachers has increased from 3,126 to 3,784. Excluding the pupils attending colleges, madrasahs, and schools of medicine, surveying, law, and art, we have the following distribution of Muhammadan pupils in the several divisions, with the corresponding numbers of Hindu pupils:—

	Muhammadans.		Hindus.	
	1877.	1878.	1877.	1878.
Burdwan	6,533	8,779	108,908	137,948
Calcutta	1,339	1.279	8,881	8,825
Presidency	20,912	22,214	68,987	70,899
Rajshahye	19.143	19,609	19,691	19,161
Dacca	11.987	16.562	43.255	46,549
Chittagong	4,134	5,182	4,070	6,480
Patna	5.906	6,254	41,583	44,621
Bhagulpore	4,894	3,923	21,431	18,523
Orissa	1,394	1,175	32,461	55,378
Chota Nagpore	988	1,080	15,417	15,996
Total ..	77.230	86,057	364,684	424,380

305. There is an increase in all the divisions except in Calcutta, and in the divisions of Bhagulpore and Orissa. The large increase in the total number of pupils in Burdwan and Orissa, where the Muhammadan population is very

MUHAMMADAN EDUCATION.

small, explains why it is that, in spite of a considerable increase in the total number of Muhammadan pupils, the percentage of such pupils has decreased.

306. In my last report I explained the policy of Government with regard to the application of the Mohsin endowment as laid down in the Resolution of July 1873 and in the Government letter of the 7th May last year. In that letter the Lieutenant-Governor proposed to increase the facilities to Muhammadan students for attending the ordinary schools of the country, by scholarships or bursarships tenable in zillah schools or in the Anglo-Persian Department of the Calcutta Madrasah. In accordance with the terms of this letter the several madrasah committees were asked for any suggestions that they wished to offer on the establishment of additional Mohsin scholarships, and generally on the provision of assistance to enable deserving pupils to continue their English studies in other institutions. The Dacca committee in reply pointed out that besides the class of purely Oriental students for whom were intended the madrasah (Arabic) scholarships tenable within the madrasah itself; and besides the class of students who read the full English course in the collegiate school or college, for whom the school (English) scholarships, and the special junior and senior scholarships, were designed, there was a third class who wished to read within the madrasah a course intermediate to the other two—a course embracing more Arabic and Persian than are required by the University, and yet including considerable instruction in English. For the benefit of such students the committee proposed that a new class of scholarships should be established.

307. The question arose how far this proposal was in keeping with the principles of the Resolution of 1873, by which the combination within the madrasah itself of an Oriental and an English course of study seemed expressly extended. After careful consideration it was decided to allow the Dacca committee to exercise in this matter the freedom of choice which has been hitherto allowed to all the committees in dealing with their madrasahs. Proposals from the Rajshahye and Chittagong committees were similarly considered, and the result was the allotment of the following additional scholarships chargeable to the Mohsin Fund.

308. At Dacca, in correspondence with the six Arabic and six English scholarships already existing, tenable for one year in the madrasah and in the collegiate school respectively, six Anglo-Persian scholarships were founded tenable each for one year in the madrasah. Two being of Rs. 5, two of Rs. 4, and two of Rs. 3 (the rate of the English scholarships), the yearly cost is Rs. 288. At Chittagong two scholarships of Rs. 4 each, tenable for three years in any Government school or in the Anglo-Persian Department of the Calcutta Madrasah, were established at a yearly cost of Rs. 288; and at Rajshahye two scholarships of Rs. 3, tenable for four years within the Bauleah school or in the Anglo-Persian Department of the Calcutta Madrasah, were established at a final yearly cost of Rs. 288. The following is a complete list of the present Mohsin scholarships:—

A.—Madrasah (Arabic) Scholarships.

							Rs.	
Calcutta ...	4 scholarships	at Rs.	10	for	1 year	...	480	
	4 ditto	„	8	„	1 „	...	384	
	4 ditto	„	6	„	1 „	...	288	
	4 ditto	„	4	„	1 „	...	192	
								1,344
Hooghly, Dacca, Chittagong, Rajshahye, each	2 scholarships	at Rs.	8	for	1 year	...	192	
	2 ditto	„	6	„	1 „	...	144	
	2 ditto	„	4	„	1 „	...	96	
							432 × 4 =	1,728
Total Arabic Scholarships						...		3,072

B.—School (English) Scholarships.

							Rs.	Rs.
Calcutta Madrasah, Anglo-Persian Department ...	3	scholarships at Rs.	5	for 1 year	...		180	
	3	,, ,,	4	1 ,,	...		144	
	3	,, ,,	3	1 ,,	...		108	
Branch school ...	4	,, ,,	3	1 ,,	...		144	
								576
Hooghly	3	,, ,,	5	1 ,,	...		180	
	3	,, ,,	4	1 ,,	...		144	
	3	,, ,,	3	1 ,,	...		108	
								432
Dacca, Rajshahye, Chittagong each	2	,, ,,	5	1 ,,	...		120	
	2	,, ,,	4	1 ,,	...		96	
	2	,, ,,	3	1 ,,	...		72	
							288 × 3 =	864
Total for School Scholarships ...								1,872

C.—Additional English Scholarships.

Dacca	2 scholarships at Rs. 5 for 1 year ...			288	
	2 ,, ,, 4 ,,				
	2 ,, ,, 3 ,, ..				
Rajshahye	2 ,, ,, 3 for 4 years ..			288	
Chittagong	2 ,, ,, 4 ,, 3 ,, ...			288	
Total for Additional Scholarships					864

D.—Senior Scholarships open to all Colleges.

1 Scholarship at Rs. 16 for 2 years	384	
2 Scholarships ,, 14 ,, 2 ,, ...	672	
2 ditto ,, 12 ,, 2 ,, ...	576	
		1,632

Junior Scholarships.

Calcutta Madrasah, Anglo-Persian Department, 2 scholarships at Rs. 10 for 2 years	480	
Hooghly, 2 scholarships at Rs. 8 for 2 years	384	
Dacca, 2 ,, ,, ,, 8 ,, 2 ,, ...	384	
Chittagong, 1 ,, ,, ,, 8 ,, 2 ,, ...	192	
Rajshahye, 1 ,, ,, ,, 8 ,, 2 ,, ...	192	
		1,632
Total of Senior and Junior Scholarships ...		3,264
Grand total of Mohsin Scholarships ...		9,072

309. With regard to the other point relating to the application of the Mohsin Fund which was discussed in the last report, namely, the proposal to affiliate the maktabs to the madrasahs, the only committee that approved the proposal was that of Rajshahye. They offered to set aside two free boarderships tenable for five years, the whole number of such boarderships in the madrasah being 17. This was allowed by the Lieutenant-Governor on the understanding that necessary arrangements were made for a central examination of such maktab students as might wish to avail themselves of the offer.

310. The following statement shows the present application of the Mohsin Endowment Fund:—

	Rs.
Assignment to Madrasahs at Hooghly, Dacca, Chittagong, and Rajshahye ..	27,600
Branch Madrasah at Joraghat	480
Assignment for the payment of two-thirds fees in 22 colleges and schools ...	18,580
Mohsin scholarships	9,072
Transferred to Assam	800
Total ...	56,532

311. The question of the actual amount of the income of the endowment, from which all these charges are paid, is now under the consideration of Government.

MUHAMMADAN EDUCATION.

312. CALCUTTA MADRASAH.—The number of students on the rolls of the madrasah and its subordinate institutions on the 31st of March 1878 was 1,012, of whom 238 belonged to the Arabic department, 392 to the Anglo-Persian department, and 382 to the Colinga branch school. The following table exhibits the strength of the three departments during the last four years:—

YEAR.	Arabic department.	Anglo-Persian department.	Branch school.	Total.
1875	179	409	305	893
1876	227	407	357	991
1877	253	403	349	1,005
1878	238	392	382	1,012

The gradual decrease in the Anglo-Persian department is entirely in the lower classes, and is owing to the attraction offered by the branch school, where the fee is smaller. Of the 1,012 pupils, 357 learn Oriental languages only. The students are nearly all Sunnis; the Shias have, however, increased in number during the two last years from 9 to 21. There were 45 resident students, 21 belonging to the Arabic and 24 to the Anglo-Persian department. Two or three of them together occupy one room.

313. The total expenditure was as follows:—

	Rs.
Arabic department	13,624
Anglo-Persian department	21,335
Branch school	4,857
Total ...	39,816

314. The fees amounted to Rs. 6,949:—in the Arabic department Rs. 1,280, in the Anglo-Persian department Rs. 4,517, and in the branch school Rs. 1,151. The grant from the Mohsin Fund was Rs. 37,000, including a re-grant of Rs. 2,000 from the surplus of the previous year. Hence there remained at the end of the year a balance of Rs. 4,133, of which Rs. 1,000 have since been expended in the purchase of Oriental works of reference. The net grant to the institution has been reduced for the future to Rs. 33,000.

315. The 29 Mohsin scholarships, amounting to Rs. 160 a month, were awarded as usual to the pupils of the madrasah and the branch school. The Norman prize of Rs. 50, open to all Mahomedan Entrance candidates in Bengal and Behar, was won by a student of the Anglo-Persian department.

316. *Arabic Department.*—From the beginning of the session the nomenclature of the classes was changed. The four upper classes, the course of which may be termed a collegiate course, are now called the 4th, 3rd, 2nd, and 1st senior classes, and the last two classes the 1st and 2nd junior classes. The annual examination of the senior classes is conducted by the Central Board of Examiners annually appointed for the examination of all Bengal madrasahs, and certificates are given to those who pass from the 2nd and 4th senior classes. Last year 53 passed out of 92 candidates, or 57·5 per cent., the average for all madrasahs being 46 per cent. The late Principal reports: "The students are deficient in their knowledge of Arabic and Persian style and idiom. The same deficiency has been observed by the examiners of the Punjab Oriental College. Students join the madrasahs not so much, it would seem, for the sake of Arabic literature and grammar as for the purpose of going through a course of Mahomedan law." This is undoubtedly the true view. In the early days of the madrasah the law course was separated from the literature course, and the consequence was that none of the students read anything but law. It was then determined to re-combine the courses, but no zeal has ever been shown for Arabic scholarship.

317. *Anglo-Persian Department.*—Of the 17 candidates who went up to the Entrance Examination, 11 passed—three in the first and six in the second division. The gymnasium is poorly attended.

318. HOOGHLY MADRASAH.—There were 17 students in the madrasah on the 31st March 1878; 15 in the junior and eight in the senior classes. There are properly speaking only six in the senior department, all of whom are in the

MUHAMMADAN EDUCATION.

third year class. The other two have already passed the final examination, but continue to study in the madrasah, and are reckoned as being still in the fourth year class. There is not a single student in the first and second year classes.

319. The annual examination of the senior classes was held in December. Of the three students then in the fourth year class, two passed and received the higher standard certificates. Of six students in the second year class, two passed in the first division and obtained scholarships of Rs. 6 each and the lower standard certificate; all six continued to read in the madrasah in the third year class. The junior classes were examined by the head moulvie.

320. The receipts were Rs. 4,773:—from the Mohsin Fund Rs. 4,684, including a re-grant from the previous year's surplus of Rs. 2,924; and from fees Rs. 89. The expenditure under all heads amounted to Rs. 1,748.

321. RAJSHAHYE MADRASAH.—The building is not yet begun. The expenditure was Rs. 6,597, against Rs. 6,564 in the preceding year, and the balance in favour of the madrasah now stands at Rs. 2,043.

322. The number of students on the rolls on 31st March 1878 was 45. At one time during the year the number had been as high as 74, the number at the end of the preceding year. The decrease is attributed by the Superintendent to the prevalence of fever and the high price of rice. He does not, however, expect much improvement in this point. He draws attention to the impossibility of finding lodgings for the students in the town, and reports that though numbers of young men come up to the madrasah, they are very soon obliged to return to their homes, having failed to find lodgings. Another cause of the decrease is no doubt to be found in the increased difficulty of the course, which is distasteful to the classes of society from which the students have hitherto been drawn, and which care for little beyond maktab teaching. No students have yet come from the upper classes of society, though perhaps they may do so when the madrasah has a respectable building of its own. Of the 45 students, 22 are free boarders, 12 are paying boarders, and only 11 are day-scholars.

323. In addition to the five classes noticed in the last report, a sixth class was opened last year, the standard of which was the same as that of the second year class of the Calcutta madrasah. As regards the teaching of English, the Superintendent has arrived at the conclusion that the students cannot find time to combine the studies of Arabic and English, and he accordingly proposes that those who learn English should take Persian only as their Oriental language, forming an Anglo-Persian department.

324. The results of both the Central Board and the local examinations were satisfactory.

325. DACCA MADRASAH.—It is still in the temporary house hired for the purpose. The foundation-stone of the new building was laid by His Honor the Lieutenant-Governor on the 20th of July 1877, but the work was not begun till the last month of the official year. The engineer expects to complete the building by the end of the present official year.

326. The number of students on the rolls, including the 26 boarders, was 172, against 160 in the preceding year, 67 being in the Anglo-Persian department and 105 in the purely Oriental department. Half of the students came from the Dacca district, and all but 44 from the Dacca Division. Of these 44, Sylhet sent 25, the Chittagong Division 13, and Burdwan 6.

327. There were six classes in the Arabic department, the highest class corresponding with the second class of the Calcutta madrasah. The class which was opened at the beginning of the year for the same course as that of the highest class of the Calcutta madrasah failed for want of sufficient teaching power. The highest, or "fourth year" class, has, however, again been opened, though the Superintendent seems to despair of its success until another moulvie is appointed.

328. The English classes have been increased to five, and an additional teacher appointed. The English department is becoming every year more popular, and it is probable that before long it will occupy the same position in the Dacca madrasah as that occupied by the Anglo-Persian department in the Calcutta madrasah. The policy of the Committee in this matter of English teaching is expressed in a Resolution passed on the 6th of August last year, in which they declare that "they will from time to time take further measures to improve the teaching of English and Western sciences. It is the wish of the

MUHAMMADAN EDUCATION.

Committee eventually to provide the Dacca madrasah with an English-teaching staff capable of giving efficient instruction up to the standard of the Entrance Examination. The Committee at the same time give it as their opinion that the Mahomedan community value the madrasah not so much for the sake of the Persian and Arabic which are taught there as because the madrasah is an institution which only receives Mahomedan students, and in which provision is made for their social and religious observances; and therefore it is that the Committee consider it advisable to strengthen that tendency which is the less spontaneous, and to gradually raise the quality of the English teaching till the standard of the zillah schools is attained, while they scrupulously preserve to the madrasah its distinctive Mahomedan and religious character." Accordingly it is proposed to add next year an English class corresponding to the third class of a zillah school.

329. The three senior classes of the Arabic department were examined by the Central Board of Examiners. The result was fair. The English classes passed a satisfactory examination in competition with the corresponding classes of the collegiate school.

330. In addition to the six scholarships in the Arabic department and the six in the English department, to be held in the collegiate school, six others for the latter department, to be held in the madrasah, were added this year. All English scholarships will in future, it is to be presumed, be tenable either in the madrasah or in the collegiate school, at the holder's option.

331. CHITTAGONG MADRASAH.—The number on the rolls on the end of March last was 133, less by 11 than the number of the preceding year, and less by 27 than the number in 1876. Last year the decrease was attributed to the storm-wave and cyclone of October, the 31st. For that of this year the Superintendent proposes the following explanation:—The Chittagong madrasah has been endeavouring to attain the standard of the Calcutta madrasah. Its first class, which in 1876-77 corresponded with the third class of the Calcutta Madrasah, was last year raised to the standard of the second class. The number of classes, however, was left the same. In other words, there was no elementary class, and "hence," writes the Superintendent, "the door of admission is shut upon all beginners." The Committee will, we may presume, make some better arrangements for the current year.

332. The two highest classes were examined by the Central Board, and the other classes by local examiners. The result was satisfactory. The English teaching is less advanced than that in the Dacca madrasah, but is reported to be good as far as it goes.

333. The time when the madrasah will be accommodated in the Judge's court still seems distant.

GRANT-IN-AID RULES.

334. GRANT-IN-AID RULES.—The following table exhibits the distribution of education under the grant-in-aid system for the last two years:—

TABLE A.

	1877.				1878.			
	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges ...	6	556	24,198	1,07,828	6	701	24,136	1,18,600
Higher English schools	88	10,365	62,061	3,04,482	84	9,383	48,842	1,96,528
Middle " " ...	438	25,101	1,46,801	4,28,698	453	24,906	1,30,463	3,76,289
" vernacular " ...	556	28,614	87,574	2,45,019	574	28,914	87,293	2,47,151
Lower English " ...	65	2,598	12,176	31,393	......	......	......	......
" vernacular " ...	110	4,298	10,552	28,202	130	5,035	7,825	22,037
Primary " " ...	285	8,466	14,025	34,785	192	4,876	7,161	19,632
Girls' schools ...	*294	8,105	64,314	1,88,620	288	7,559	44,557	1,59,771
Boys' " for Europeans, &c. ...	......	......	......	......	8	1,637	35,458	1,54,425
Girls' " for " ...	......	......	......	......	11	991	10,281	70,574
Mixed " " ...	......	......	......	......	18	786	13,987	88,117
Normal " ...	15	852	16,294	46,043	15	775	10,699	42,284
Total ...	1,857	89,045	4,37,905	14,15,020	1,779	85,563	4,35,702	14,45,408

* Inclusive of European girls' schools.

335. The loss is confined to primary mission schools, schools of other kinds showing an increase of 15. A special grant of Rs. 10,000 was made during the

year to St. Joseph's School in Calcutta, or there would have been a reduction of Rs. 12,000 on the Government expenditure of the previous year. But though the cost to Government has actually decreased, the receipts from the people have largely increased. GRANT-IN-AID RULES.

336. While the foregoing figures sum up the outcome of the year's operations, the following tables are necessary to show the work done in each division contributing to the general result:—

TABLE B.

Division.	Schools.	Old grants cancelled.		Old grants revised.			New grants sanctioned.		Remarks
		Schools.	Grants.	Schools.	Old grants.	New grants.	Schools.	Grants.	
			Rs.		Rs.	Rs.		Rs.	
Presidency...	424	49	869	66	1,452	1,264	20	281	
Calcutta	39	......	... ..	......	... ..	......	1	19½	
Burdwan	413	27	448	37	814	689	20	272	
Rajshahye	180	36	593	20	351	322	8	39	
Dacca	202	19	197	9	152	115	7	105	
Chittagong	34	3	32	2	90	48	2	33	
Patna	60	2	30	4	200	80	1	20	
Bhagulpore	(a) 88	1	12	4	140	98	4	123	(a) 42 are mission village schools in the Southal Pergunnahs.
Orissa	47	4	67	7	145	182	8	85	
Chota Nagpore	(b) 96	4	63	5	67	67	10	124	(b) 30 in Lohardugga and 15 in Singbhoom are mission village schools.
Total ...	(c) 1,645	145	2,311	154	3,411	2,865	76	1,104	(c) This total does not include 134 zenana teachers reckoned each as a school.

TABLE C.

Class of Schools.	Schools.	Old grants cancelled.		Old grants revised.			New grants sanctioned.		Remarks.
		Schools.	Grants.	Schools.	Old grants.	New grants.	Schools.	Grants.	
			Rs.		Rs.	Rs.		Rs.	
Colleges	6	......	......	... .	......	.. ..	......	......	
Higher English	84	3	130	11	462	470	2	70	
Middle ditto	453	48	976	50	1,565	1,236	36	620	
" vernacular	574	69	862	68	983	844	21	246	
Lower ditto	130	14	110	8	65	43	8	62	
Primary ditto	192	... .	.. .	.... .	......	......	......	......	
Girls'	154	11	233	17	336	272	9	106	
European and Eurasian ...	37	......	......	......	.... .	......	... ..	......	
Normal	15	......	.. ..	......	... ..	......	......	......	
Total ...	1,645*	145	2,311	154	3,411	2,865	76	1,104	

* This excludes 134 zenana teachers, reckoned each as a school.

From table A it appears that the net loss in schools was 78, while from tables B and C the net loss, as found by subtracting the total of new grants sanctioned from the total of old grants cancelled, appears as 69. This discrepancy is to be explained thus: the figures for the first table are supplied by the Deputy Inspectors, who are of course not aware of the cancelment of grants until some time after the orders have been passed by this office, while the other two tables are compiled from the office records. It would seem, therefore, that the Deputy Inspectors returned nine schools as still aided, from which as a matter of fact the grants had been already cancelled by the office. From table B it appears that in the Presidency Division as many as 115 grants-in-aid, or more than a fourth of the whole number, were overhauled and either cancelled or revised; in the Burdwan Division 65 grants, or more than one-sixth of the total, were similarly dealt with; and in Rajshahye 53 grants, or more than one-third, were cancelled or revised. In the other divisions the number of grants withdrawn or altered has been less noticeable.

337. Little importance, however, can be attached to the figures in the foregoing tables under the heading of grants cancelled. During the year a very large number of middle English and middle vernacular grants were formally withdrawn. These grants remained upon the books of this office, though the money was no longer drawn, and though the schools had in many cases ceased to exist. The District Committees recognised their extinction, and had ceased to

GRANT-IN-AID RULES.

return them, but had failed to send any information on the subject to the department. During the year the books were cleared of these mere paper grants, and consequently the numbers in these tables of cancelled grants greatly exceed the numbers of actual schools from which grants were withdrawn, as shown in preceding paragraphs.

338. Turning to the figures of revised grants, we see that in revising the grants to existing schools a saving was effected in all divisions except in those of Chota Nagpore and Orissa, where it is impossible at present to insist on the gradual reductions at each revision. Again, comparing the figures for revised grants with those for new grants, we see that the amount of the new grants per school is considerably smaller than that of the revised grants. Thus, while the rate per school to the 154 schools before revision was Rs. 22, and after revision Rs. 18-5, the rate to the new schools was only Rs 14-5. Many grants were reduced late in the year, and consequently the full saving will only be effected during the current year.

339. These changes prove that the grant-in-aid rules are not allowed to remain a dead letter, and that the periodical revision is not a merely formal matter. They indicate also an ability and a readiness on the part of the people to maintain schools on much smaller grants than it was found necessary to give in former times.

340. Besides the rules which deal with the financial questions of the grant-in-aid system, that which lays down the obligation upon each school to entertain a staff of qualified teachers received special attention from the Circle Inspectors. This is, of course, a point of vital importance; and where it is found that incompetent teachers are employed, there it is quite certain, though often impossible to prove, that the accounts of the school are tampered with and falsely represented. While, however, the Circle Inspectors exercise a strict inquisition into the condition of their schools, and insist on the observance of the grant-in-aid rules, they have to bear in mind that all changes should be as gradual as possible, and that nothing is more discouraging to struggling schools than sudden or sweeping reforms. In the present state of Bengal it is not possible to require all schools of the same class, even within the narrow limits of a district, to conform to one standard organization. In the most advanced sub-divisions of the most advanced division, perhaps a system of paying according to results might with advantage take the place of the present system of proportionate grants-in-aid. But in all but such advanced parts we must proceed for some time to come as we have proceeded hitherto, dealing with each case individually, and allowing weight to such considerations as the condition of the people, their ability to pay for their children's education, the educational requirements of the locality, and the like.

INSPECTION

341. INSPECTION.—The only changes among the Circle Inspectors was the appointment of Mr. Stack to Eastern Bengal in place of Mr. Webb, whose health gave way, and the appointment of Babu Brahma Mohun Mullick as Assistant Inspector of the Western Circle.

342. The following figures show the work done in each district:—

	Number of officers.	Visits paid.	Miles travelled.	Average number of visits.	Average number of miles.
PRESIDENCY DIVISION—					
24-Pergunnahs	11	3,032	13,379	276	1,216
Nuddea	8	2,226	14,218	278	1,777
Jessore	8	2,391	14,065	299	1,758
Moorshedabad	6	1,968	9,335	328	1,556
BURDWAN DIVISION—					
Burdwan	9	5,007	17,801	556	1,978
Beerbhoom	3	1,816	7,034	605	2,345
Bankoora	3	2,462	6,349	821	2,116
Midnapore	10	8,472	13,705	847	1,370
Hooghly	4	1,449	7,952	362	1,988
Howrah	2	581	2,857	290	1,428
RAJSHAHYE—					
Bogra	3	423	3,413	141	1,138
Darjeeling	1	...	...	......	......
Dinagepore	7	2,110	10,443	301	1,492
Julpigoree	2	337	2,799	168	1,400
Pubna	4	807	4,641	202	1,160
Rajshahye	5	1,633	9,140	327	1,828
Rungpore	6	1,397	8,634	233	1,439

INSPECTION.

	Number of officers.	Visits paid.	Miles travelled.	Average number of visits.	Average number of miles.
DACCA—					
	[No figures supplied.]				
CHITTAGONG—					
Chittagong	3	528	5,173	176	1,724
Noakhally	3	826	5,801	275	1,934
PATNA—					
Chumparun ...	3	1,158	4,998	386	1,666
Sarun ...	5	2,274	8,713	455	1,743
Shahabad	5	1,069	9,185	214	1,837
Gya	6	2.412	10,371	402	1,728
Patna ..	4	1,295	7,600	324	1,900
Mozufferpore	4	1,193	5.533	298	1,383
Durbhunga ...	4	1,678	9,422	419	2,355
BHAGULPORE—					
Monghyr ...	4	2,884	9,343	721	2,336
Bhagulpore ...	5	2,022	9,500	404	1,900
Sonthal Pergunnahs ...	6	1,772	13,542	295	2,257
Maldah	2	413	2,807	206	1,403
Purneah	5	1,350	8,515	270	1,709
ORISSA—					
Cuttack	6	5,843	9,022	974	1,504
Pooree	3	1 092	1,652	364	551
Balasore	4	3,009	3,009	752	752
CHOTA NAGPORE—					
	[No figures supplied.]				

343. The several Inspectors report on the principal officers in their circles as follows. The Inspector of the Presidency Circle writes in high terms of the thoroughness and activity of Babu Jagat Chandra Banerji, the Deputy Inspector of the 24-Pergunnahs, and senior officer of that grade. He also reports very favourably of the work of Babu Gâuri Sunkar Ghosal, Deputy Inspector of Calcutta; Babu Kanti Chandra Chatterjea, Deputy Inspector of Nuddea; and Babu Mati Lal Moitra, Deputy Inspector of Moorshedabad. The Inspector mentions favourably all the Deputy Inspectors in Chota Nagpore, but especially Babus Bireswar Chakravarti of Hazaribagh and Srinath Datta of Manbhoom.

344. Babu Jagadbandhu Bhadra, Head-Master of Jessore Government school; Babu Kunja-Behari Basu, Head-Master of Baraset Government school; Babu Chandra Kumar Moitra, Head-Master of Barrackpore Government school; and Babu Durgadas Mukerjea, Head-Master of Purulia Government school, are all highly commended.

345. The Inspector of the Western Circle makes special mention of Babu Brahma Mohun Mullick, Officiating Assistant Inspector; Babu Radhika Prasanna Mukerjea, Officiating Head-Master, Hooghly Normal school; Babu Ambika Charan Basu, Deputy Inspector of Schools, Hooghly; Babu Syama Charan Ganguli, Head-Master, Uttarpara school; Babu Siva Chandra Som, Head-Master, Birbhoom school; and Babu Bissen Chandra Mukerjea, Deputy Inspector of Burdwan. The Magistrate of Howrah speaks in favourable terms of Babu Beni Madhub De, M.A., Head-Master of Howrah school.

346. The Officiating Inspector of the Rajshahye Circle specially mentions the following Deputy Inspectors:—

Babu Sarat Chunder Das, of Dinagepore.
,, Bhuban Mohun Niyogi, of Rajshahye.
,, Probhat Chunder Sen, of Bogra.
,, Kali Nath Chaudhuri, of Julpigoree.

347. The Inspector of the Eastern Circle reports for commendation the names of Babu Kailas Chandra Sen, Deputy Inspector of Dacca; Babu Nanda Lall Sen, Deputy Inspector of Mymensingh; and Babu Ram Chandra Basak, Head Clerk in the Inspector's Office. All the Magistrates of Dacca and Chittagong divisions seem to have been satisfied with their Deputy Inspectors.

348. The Deputy Inspector of Monghyr, Babu Bhagwan Prasad, is the only officer in the Patna and Bhagulpore Divisions who has been specially mentioned.

INSPECTION.

349. The Joint-Inspector of Orissa makes special mention of Babu Dwarka Nath Chuckerbutty, Head-Master of the Cuttack Normal school; Babu Ram Das Chuckerbutty, Head-Master, Pooree Zillah school; Babu Kunja Behari Pal, Head-Master, Balasore Zillah school; Pundit Gobind Chunder Patnaik, Head-Master of Balasore Normal school; and Babu Shama Prasad Dey, Deputy Inspector of Cuttack.

350. To these I would add the name of the Joint-Inspector himself, Babu Radhanath Ray, who has displayed much discretion, intelligence, and industry in the discharge of his duties.

A. W. CROFT,

Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on 31st March in the years 1877 and 1878.

Colleges and Schools for General Instruction.	Number of Colleges and Schools as on 31st March		Number of pupils as on 31st March	
	1877.	1878.	1877.	1878.
Colleges and Schools receiving State grants.				
Superior Instruction—				
Colleges affiliated to the University in Arts—				
Government colleges ...	12	12	1,001	1,082*
Private colleges, aided ...	6	6	556	701
Total ...	18	18	1,557	1,783
Secondary Instruction—				
Higher Class English Schools—				
Government schools ...	48	48	12,235	12,875
Privat eschools, aided ...	88	84	10,365	9,383
Total ...	136	132	22,600	22,258
Middle Class English Schools—				
Government schools ...	5	7	731	1,037
Private schools, aided ...	438	453	25,101	24,906
Total ...	443	460	25,832	25,943
Middle Class Vernacular Schools—				
Government schools ...	174	177	9,848	10,017
Private schools, aided ...	802	830	38,568	39,406
Total ...	976	1,007	48,416	49,423
Lower Class (Intermediate) English Schools—				
Government schools ...	2	......	49	.....
Private schools, aided ...	65	......	2,598	.....
Total ...	67	....	2,647	....
Lower Class Vernacular Schools—				
Government schools ...	9	10	245	354
Private schools, aided ...	1,424	1,536	49,967	53,858
Total ...	1,433	1,546	50,212	54,212
Primary Instruction—				
Government primary schools ...	16	12	399	310
Aided primary schools (including Circle Primaries) ...	12,256	16,030	302,151	360,012
Total ...	12,272	16,042	302,550	360,322
Instruction for Females—				
Government schools ...	1	1	87	140
Private schools, aided (including Zenana Agencies) ...	428	445	10,535	9,985
Total ...	429	446	10,622	10,125
Grant-in-aid Schools for European and other foreign races—				
Schools for boys ...	......	8	......	1,637
Schools for girls ...	......	11	......	991
Mixed schools ...	...	18	......	786
Total ...	......	37	......	3,414
Total of Colleges and Schools for General Instruction receiving State grants ...	15,774	19,688	404,436	527,480
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts ...	2	1†	235	220
Secondary Instruction—				
Higher Class English Schools ...	44	44	10,357	9,430
Middle Class English Schools ...	68	112	4,240	5,675
Middle Class Vernacular Schools ...	69	80	3,302	3,811
Lower Class (Intermediate) English Schools ...	45	......	1,681	......
Lower Class Vernacular Schools ...	68	58	2,438	1,800
Primary Instruction—				
Primary Vernacular Schools ...	41	.....	805	.....
Pathsalas, Tols, and Maktabs ...	5,241	6,084	96,054	86,200
Instruction for Females—				
Girls' Schools ...	51	73	1,405	1,839
Unaided Schools for European and other foreign races—				
Boys' schools ...	......	3	......	402
Girls' schools ...	......	2	......	160
Mixed schools ...	......	7	......	514
Total of Colleges and Schools for General Instruction receiving no aid from the State.	5,629	6,464	120,517	110,141
Grand total of Colleges and Schools for General Instruction ...	21,403	26,152	584,953	637,621

* Exclusive of 15 out-students at the Patna College.
† The Metropolitan Institution.

Return of Attendance in Colleges and Schools for Special Instruction as on 31st March in the years 1877 and 1878.

COLLEGES AND SCHOOLS FOR SPECIAL INSTRUCTION.	Number of Colleges and Schools as on 31st March		Number of pupils as on 31st March	
	1877.	1878.	1877.	1878.
SPECIAL INSTRUCTION—				
Law Departments affiliated to the University ...	5	5	222	316
Medical College, English Department, affiliated to the University ...	1	1	176	145
Engineering Department, Presidency College, affiliated to the University ...	1	1	124	87
Madrasahs ...	5	5	648	611
Campbell Medical School, Sealdah ...	1	1	391	326
Vernacular Medical School, Patna ...	1	1	193	185
Vernacular Medical School, Dacca ...	1	1	247	143
Vernacular Medical School, Cuttack ...	1	1	31	32
School of Art ...	1	1	119	89
Survey Vernacular Schools ...	4	4	159	160
Other Technical Schools, Government ...	4	4	116	148
Other Technical Schools, Unaided ...	1	2	255	91
Normal Schools for Masters—				
Government Normal Schools ...	31	24	810	671
Aided Normal Schools ...	11	11	790	714
Guru-training classes (temporary) ...	3	......	55	......
Normal Schools for Mistresses—				
Aided Normal Schools ...	4	4	62	61
Total of Colleges and Schools for Special Instruction ...	75	66	4,398	3,779
Grand total of Colleges and Schools for General and Special Instruction ..	21,478	26,218	580,351	641,400

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1877 and ending 31st March 1878.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SUPERIOR INSTRUCTION—										
Univeristy	... ..	......	23,231	600	. ...	......	61,202	340	85,373	85,112
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges ...	2,14,533	.... .	9,750	3,786	......	. .	86,529	421	3,15,019	3,13,512
Private Colleges, aided ...	24,136	......	8,494	32,203	......	.. ..	31,984	21,783	1,18,600	1,18,600
Total ...	2,38,669	. ....	18,244	35,989	.... .	.. ..	1,18,513	22,204	4,33,619	4,32,112
Scholarships held in Colleges—										
Senior	25,648	......	......	......	......	......	......	......	25,648	25,6 48
Junior	42,923	......	... ..	......	......	......	......	. . ..	42,923	42,923
Endowed	......	......	13,394	......	.... .	.... .	......	......	13,394	13,394
Total ...	3,07,240	.... .	31,638	35,989	. ..	... .	1,18,513	22,204	5,15,584	5,14,077
SECONDARY INSTRUCTION—										
Higher Class English Schools—										
Government Schools	1,30,577	......	10,534	13,166	. ...	1,452	2,42,677	4,306	4,02,712	3,96,942
Private Schools, aided ...	48,842	......	3,257	56,569	3,729	. . .	80,978	3,153	1,96,528	1,95,885
Middle Class English Schools—										
Government Schools	9,880	......	... ..	......	... .	......	7,468	......	17,348	17,348
Private Schools, aided ...	1,30,463	......	513	1,41,272	5,116	. ...	91,557	7,368	3,76,289	3,70,651
Middle Class Vernacular Schools—										
Government Schools	49,108	150	57	2,753	61	408	24,032	186	76,755	76,755
Private Schools, aided ...	1,07,768	... .	1,420	85,572	2,028	525	80,725	5,230	2,83,268	2,81,137
Lower Class Vernacular Schools—										
Government Schools	1,853	......	......	82	......	......	109	.. ..	2,044	2,044
Private Schools, aided ...	77,749	326	230	16,939	851	431	51,013	6,439	1,53,978	1,54,322
Grant-in-aid Schools for European and other foreign races—										
Schools for Boys	35,458	......	15,239	8,046	......	...	89,285	6,397	1,54,425	1,41,765
Mixed Schools	13,987	.... .	......	9,060	420	.	13,475	1,175	38,117	38,439
Scholarships held in Schools for Secondary Instruction—										
Minor	9,616	.. ..	......	......	......	......	......	......	9,616	9,616
Vernacular	34,046	......	. ....	......	......	......	......	......	34,046	34,046
Lower Anglo-Vernacular ...	1,304	.. ...	......	......	......	......	......	......	1,304	1,304
Lower Vernacular	5,790	......	......	......	......	......	.. . .	......	5,790	5,790
Primary	14,599	......	......	......	......	. . . .	......	......	14,590	14,599
Endowed	......	......	3,507	......	......	......	.... .	... ..	3,507	3,507
Total ...	6,71,040	476	34,757	3,33,459	12,205	2,816	6,81,319	34,254	17,70,326	17,44,150
PRIMARY INSTRUCTION—										
Primary Verncular Schools—										
Government Schools	1,853	......	......	.....	......	......	24	......	1,877	1,877
Aided Schools (including Circle Primaries)	2,70,673	3,937	1,172	49,064	3,279	2,365	3,94,866	54,251	7,79,607	7,79,212
Total ...	2,72,526	3,937	1,172	49,064	3,279	2,365	3,94,890	54,251	7,81,484	7,81,089
INSTRUCTION FOR FEMALES—										
Government Schools	6,808	......	......	......	......	......	1,337	......	8,145	8,145
Private Schools, aided ...	68,407	......	4,210	1,10,908	8,177	151	26,257	18,184	2,36,354	2,27,357
Total ..	75,215	.. ...	4,210	1,10,908	8,177	151	27,594	18,184	2,44,499	2,35,502

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1877 and ending 31st March 1878—concluded.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Scholarships held in Girls' Schools—										
Girls' Scholarships	131	....	...	......	.....	....	......	... ..	131	131
Total ...	75,346	..	4,210	1,10,968	8,177	151	27,594	18,184	2,44,630	2,35,633
Total for General Instruction ...	13,26,152	4,413	95,008	5,30,080	23,661	5,332	12,83,518	1,29,233	33,97,397	33,60,061
SPECIAL INSTRUCTION—										
Law Departments affiliated to the University	1,665	...	......	......	......	...	25,195	... ..	26,860	23,813
Scholarships in ditto ..	......	.....	40	.. ..	.. ..	...	......	......	40	40
Medical College, English Department, affiliated to the University	1,45,485	...	......	......	..	...	13,139	...	1,58,624	1,58,624
Scholarships in University .	5,314	......	816	......	......	.....	......	......	6,130	6,130
Civil Engineering Department of the Presidency College affiliated to the University...	27,568	.....	...	... ..	......	......	6,721	......	34,289	34,289
Scholarships in ditto ...	5,156	... ..	177	......	......	... ..	......	......	5,333	5,333
Madrasahs	36,269	.....	.....	......	... .	...	2,119	......	38,388	38,388
Medical Vernacular Schools...	71,484	......	....	... .	.... .	.....	18,099	996	90,579	90,579
Scholarships in ditto ...	2,101*	...	120	....	....	... .	......	.....	2,221	2,221
School of Art	17,393	..	......	......	......	... .	3,053	......	20,446	20,446
Survey Vernacular Schools ...	7,545	......	108	.	... ..	......	1,612	.... .	9,265	9,265
Other Technical Schools, Government	13,478	... ..	... ..	......	......	......	.....	2,112	15,590	15,590
Normal Schools for Masters—										
Government Normal Schools	68,685	....	... ..	... ...	...	410	711	5	69,811	69,811
Aided Normal Schools ...	9,571	.	... .	10,996	88	......	94	6,106	26,855	26,110
Normal Schools for Mistresses—										
Aided Normal Schools ...	7,128	... .	...	5,039	. ..	... ..	3,262	......	15,429	15,419
Total .	4,18,842	..	1,261	16,035	88	410	74,005	9,219	5,19,860	5,16,058
MISCELLANEOUS—										
Charges for schools abolished during the year .	31,090	......	......	975	351	88	1,020	525	34,049	34,049
Charges incurred in the Public Works Department on Government buildings ...	71,671	... .	...	15,903	....	......	......	......	87,574	87,574
Charges for petty construction and repairs	1,839	.....	. ....	....	......	. ....	......	.... .	1,839	1,839
Grant to School Book Society	6,274	......	. ...	... ..	... ..	.....	. . ..	......	6,270	6,270
Grant to *Education Gazette*	3,600	......	.....	......	. ....	......	......	......	3,600	3,600
Grant to useful publications	541	...	. ...	.....	......	......	. ....	......	541	541
Passage and outfit for Gilchrist scholars	2,000	... ..	......	.... .	......	......	......	....	2,000	2,000
Scholarship examination charges	759	... .	... ..	......	......	......	5,151	... .	5,910	5,910
Normal school examination charges...	1,200	.....	....	52	.....	......	......	.....	1,252	1,252
Rewards not included under instruction	10,443	... ..	. ..	1,386	......	......	. ....	......	11,829	11,829
Grants for school-buildings and furniture (not included under instruction)	20,217	......	... ..	1,450	......	.....	... ..	.. ...	21,667	21,667
Sundries	10,469	......	....	325	......	......	......	......	10,794	10,794
Total of Miscellaneous ...	1,60,099	......	......	20,091	351	88	6,171	525	1,87,325	1,87,325
SUPERINTENDENCE—										
Direction	43,874	......	......	... .	......	......	......	......	43,874	43,874
Inspection	3,36,128	...	......	......	... ..	......	......	......	3,36,128	3,36,128
Total of Superintendence ...	3,80,002	... ..	......	......	......	......	......	......	3,80,002	3,80,002
GRAND TOTAL ...	22,85,095	4,413	96,269	5,66,206	24,100	5,830	13,63,694	1,38,977	44,84,584	44,43,446

* Exclusive of the stipends of the Sealdah and Patna Medical Vernacular Schools.

Return of Social Position of Pupils in the Colleges for General and Special Education, Madrasahs, Medical Vernacular Schools, Surrey Vernacular Schools, and the School of Art, for the year ending 31st March 1878.

	Number of Institutions.	Number of pupils on the rolls on the 31st March 1878.	Hindus. Upper classes.	Hindus. Middle classes.	Hindus. Lower classes.	Hindus. Parentage not known.	Hindus. Total.	Mahomedans. Upper classes.	Mahomedans. Middle classes.	Mahomedans. Lower classes.	Mahomedans. Parentage not known.	Mahomedans. Total.	Christians. Upper classes.	Christians. Middle classes.	Christians. Lower classes.	Christians. Parentage not known.	Christians. Total.	Others. Upper classes.	Others. Middle classes.	Others. Lower classes.	Others. Parentage not known.	Others. Total.	Total. Upper classes.	Total. Middle classes.	Total. Lower classes.	Total. Parentage not known.	Total. Total.
COLLEGES—																											
General—																											
Government—																											
Presidency College	1	329	19	297		...	316	2	8	...	...	10	...	3	...	...	3	...	...	...	...	...	21	308	...	...	329
Hooghly "	1	208	17	168	2	...	187	...	19	...	...	19	...	2	...	...	2	...	...	...	...	...	17	189	2	...	208
Kishnaghur "	1	105	2	99	2	...	103	...	1	...	...	1	...	1	...	...	1	...	...	...	...	...	2	101	2	...	105
Dacca "	1	129	1	117	5	...	123	...	6	...	...	6	...	...	...	...	...	...	...	...	...	...	1	123	5	...	129
Berhampore "	1	39	...	39	...	...	39	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39	...	...	39
Patna "	1	123*	9	98	...	...	107	...	15	...	...	15	...	1	...	...	1	...	...	...	...	...	9	114	...	...	123
Cuttack "	1	39	1	32	...	...	33	...	2	...	...	2	1	3	...	...	4	...	...	...	...	...	2	37	...	...	39
Sanskrit "	1	36	2	34	...	...	36	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	34	...	...	36
Rajshahye "	1	41	...	40	...	...	40	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	41	...	...	41
Midnapore "	1	17	...	10	2	...	16	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	15	2	...	17
Chittagong "	1	15	...	12	...	...	12	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	15	...	...	15
Rungpore "	1	16	...	12	...	...	12	...	4	...	...	4	...	...	...	...	...	...	...	...	...	...	...	16	...	...	16
Total ...	12	1,097	57	962	11	...	1,024	2	60	...	...	62	1	10	...	...	11	...	...	...	...	...	54	1,032	11	...	1,097
Aided—																											
Free Church College	1	99	3	92	...	...	95	...	...	...	...	...	...	4	...	...	4	...	...	...	...	...	3	96	...	...	99
General Assembly's "	1	333	...	331	...	...	331	...	1	...	...	1	...	1	...	...	1	...	...	...	...	...	...	333	...	...	333
St. Xavier's "	1	105	8	53	...	...	61	2	12	...	...	14	5	25	...	...	30	...	...	...	...	...	15	90	...	...	105
Cathedral Mission "	1	86	1	85	...	...	86	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	85	...	...	86
Doveton "	1	18	...	2	...	...	2	1	2	...	...	3	1	12	...	...	13	...	...	...	...	...	2	16	...	...	18
London Mission Society, Bhowanipore	1	60	...	50	6	...	56	...	1	...	...	1	...	3	...	...	3	...	...	...	...	...	...	54	6	...	60
Total ...	6	701	12	613	6	...	631	3	16	...	...	19	6	45	...	...	51	...	...	...	...	...	21	674	6	...	701

* Inclusive of 15 out-students.

Return of Social Position of Pupils in the Colleges for General and Special Education, Madrasahs, Medical Vernacular Schools, Survey Vernacular Schools, and the School of Art for the year ending 31st March 1878—concluded.

	Number of institutions.	Number of pupils on the rolls on the 31st March 1878.	Hindus.					Mahomedans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
COLLEGES—*concluded.*																											
SPECIAL—																											
Law—																											
Presidency College	1	207	8	190		...	198	1	6	...	...	7	...	1	...	...	1	...	1	...	...	1	9	198	...	...	207
Hooghly "	1	38	5	30	...	...	35	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	5	33	...	...	38
Dacca "	1	19	1	17	...	...	18	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	1	18	...	...	19
Patna "	1	36	1	25	...	...	26	...	8	...	...	8	...	2	...	...	2	...	...	...	...	...	1	35	...	...	36
Kishnaghur "	1	16		15	1	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	1	...	16
Total	5	316	15	277	1	...	293	1	18	...	...	19	...	3	...	...	3	...	1	...	...	1	16	299	1	...	316
Engineering—																											
Civil Engineering Department, Presidency College	1	87	1	81	...	...	82	...	1	...	...	1	...	4	...	...	4	...	...	...	...	...	1	86	...	...	87
Medicine—																											
Medical College, Calcutta	(Return not received.)																										
MADRASAHS—																											
Calcutta	1	238	...	...	...	...	...		238	...	...	238	...	...	...	...	...	...	...	...	...	...	...	238	...	...	238
Hooghly	1	23	...	...	...	...	...	(No return.)					...	...	...	...	...	...	...	...	...	...	(No return.)				
Dacca	1	172	...	...	...	...	...	(Ditto.)					...	...	...	...	...	...	...	...	...	...	(Ditto.)				
Chittagong	1	133	...	...	...	...	...	(Ditto.)					...	...	...	...	...	...	...	...	...	...	(Ditto.)				
Rajshahye	1	45	...	...	...	...	...	...	33	12		45	...	...	...	...	...	...	...	...	...	...	...	33	12	...	45
Total	5	611	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
MEDICAL VERNACULAR SCHOOLS—																											
Sealdah	1	326	...	227	96	...	323	...	1	2	...	3	...	...	...	...	...	...	...	...	...	...	...	228	98	...	326
Patna	1	185	...	60	2	...	62	...	120	...	...	120	...	1	2	...	3	...	...	...	...	...	...	181	4	...	185
Cuttack	1	32	...	21	7	...	28	...	...	1	...	1	...	1	...	2	3	...	...	...	...	...	...	22	8	2	32
Dacca	1	143	...	112	26	...	138	...	5	...	...	5	...	...	...	...	...	...	...	...	...	...	...	117	26	...	143
Total	4	686	...	420	131	...	551	...	126	3	...	129	...	2	2	2	6	...	...	...	...	...	...	548	136	2	686
SCHOOL OF ART	1	89	...	85	3	...	88	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	86	3	...	86
SURVEY VERNACULAR SCHOOLS—																											
Hooghly	1	12	(No return.)																								
Dacca	1	38	...	33	2	...	35	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	36	2	...	38
Patna	1	74	(No return.)																								
Cuttack	1	36	...	25	11	...	36	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	11	...	36
Total	4	160	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return of Social Position of Pupils in the Schools in several Commissionerships, for the year ending 31*st March* 1878.

Commissioners' Divisions.		Hindus.					Mahomedans.					Christians.					Others.					Total.				
		Upper classes.	Middle classes.	Lower classes.	Parentage not ascertained.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not ascertained.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not ascertained.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not ascertained.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not ascertained.	Total.
Presidency Circle	Presidency ...	438	31,431	52,923	28	84,820	54	3,493	24,981	...	28,528	......	294	772	26	1,092	12	36	84	......	132	504	35,254	78,760	54	114,572
	Calcutta ...	864	10,159	2,746	478	14,247	19	660	687	...	1,366	203	2,293	624	679	3,799	9	172	33	3	217	1,095	13,284	4,090	1,160	19,629
	Chota Nagpore	50	4,048	13,804	1	17,903	3	144	1,042	...	1,189	......	90	2,558	23	2,671	...	227	4,222	2	4,451	53	4,509	21,626	26	26,214
Western Circle ...	Burdwan ...	471	39,858	113,260	15	153,604	13	1,980	7,815	...	9,808	...	276	38	12	326	...	22	1,902	...	1,924	484	42,136	123,015	27	165,662
Orissa Circle ...	Orissa	84	9,992	46,175	...	56,251	2	349	888	...	1,239	......	134	336	338	808	.	.....	91	......	91	86	10,475	47,490	338	58,389
Eastern Circle ...	Dacca ...	316	24,986	31,839	11	57,152	38	3,327	19,478	4	22,847	2	111	179	......	292	...	11	453	2	466	356	28,435	51,949	17	80,757
	Chittagong ...	21	2,838	4,152	1	7,012	11	1,529	4,553	...	6,093	......	18	20	......	38	5	321	833	......	1,159	37	4,706	9,558	1	14,302
Rajshahye Circle	Rajshahye ...	148	7,622	13,451	6	21,227	13	3,450	18,982	...	22,445	......	96	31	......	127	...	29	176	14	219	161	11,197	32,640	20	44,018
Behar Circle ...	Patna	389	15,446	44,185	...	60,020	87	2,125	7,984	...	10,196	.....	138	238	181	557	...	.....	7	......	7	476	17,709	52,414	181	70,780
	Bhagulpore ...	287	8,332	25,080	3	33,702	65	1,788	5,885	...	7,738	.....	73	690	......	763	1	303	1,680	......	1,984	353	10,496	33,335	3	44,187
Total ..		3,068	154,712	347,615	543	505,938	305	15,545	92,295	4	111,449	205	3,523	5,486	1,259	10,473	27	1,121	9,481	21	10,650	3,605	178,201	454,877	1,927	*638,510

* Inclusive of 88 pupils attending the Rajshahye (45), Hooghly (23), and Sitapore (20), Madrasahs.

B. P. M.—Regt. No. 5324—500—26-9-78.

B.—EDUCATION.

4.—*Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year* 1877-78.

1	2	3	4	5	6	7	8	9	10
DIVISIONS.	NAMES OF DISTRICTS.	Vernacular spoken.	Area in square miles.	Population.	Number of schools.	Number of students on the rolls on the 31st March 1878.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each 1,000 of the population.
BURDWAN	Burdwan	Bengali	3,523	2,034,745	1,304	43,192	2·7	·64	21·22
	Bankoora	Ditto	1,422	530,802	480	14,410	2·96	·904	27·15
	Beerbhoom	Ditto	1,344	695,921	435	12,362	3·08	·62	17·7
	Midnapore	Ditto	5,082	2,540,963	3,745	73,032	1·357	1·47	28·74
	Hooghly	Ditto	785	757,499	498	16,217	1·57	·66	21
	Howrah	Ditto	639	731,057	127	6,449	5·03	·17	8·82
		Total ..	12,795	7,290,987	6,589	165,662	1·94	·903	22·72
PRESIDENCY ...	24-Perguunahs	Bengali	2,562	2,210,047	1,280	46,041	2·001	·57	20·8
	Nuddea	Ditto	3,421	1,812,795	809	27,950	4·22	·44	15·41
	Jessore	Ditto	3,658	2,075,021	798	26,138	4·5	·38	12·5
	Moorshedabad	Ditto	2,578	1,353,626	508	14,443	5·07	·37	10·6
		Total ...	12,219	7,451,489	3,395	114,572	3·59	·45	15·37
	Calcutta	Bengali	7·8	429,535	261	19,620	·029	·6	45·6
RAJSHAHYE ...	Rajshahye	Bengali	2,234	1,310,729	314	9,908	7·1	·24	7·5
	Dinagepore ..	Ditto	4,126	1,501,924	341	7,880	12·099	·227	5·246
	Bogra	Ditto	1,501	680,457	107	3,882	14·02	·16	·56
	Rungpore	Ditto	3,476	2,149,072	306	8,500	11·3	·01	3·9
	Pubna	Ditto	1,966	1,211,594	298	10,128	6·6	·24	8·36
	Julpigoree	Bengali, Mech, Garo, Talo, and Bhutia	1,026	327,985	132	2,804	7·7	·04	8·5
	Darjeeling	Bengali, Hindi, Bhutia, Lepcha, and Paharia ...	1,234	94,712	34	916	36·2	·359	9·681
		Total ...	15,563	7,286,373	1,532	44,018	95·019	1·276	43·747
ORISSA	Cuttack	Ooriya	3,178	1,494,784	2,671	31,029	1·18	1·78	20·75
	Pooree	Ditto	2,473	769,674	337	5,948	7·3	·43	7
	Balasore	Ditto	2,066	770,232	1,538	21,412	1·34	1·99	27·79
		Total ...	7,717	3,034,690	4,546	58,389	1·69	1·4	19·2
CHOTA NAGPORE...	Hazareebagh	Hindi and Bengali	7,021	771,875	233	4,881	30·13	·3	6·33
	Lohardugga	Ditto	12,044	1,237,123	310	8,357	38·85	·25	6·75
	Singbhoom	Ditto	4,504	415,026	76	3,360	59·26	·18	8·09
	Manbhoom	Bengali	4,925	995,570	392	9,616	12·56	·39	9·65
		Total ...	28,494	3,419,594	1,011	26,214	28·18	·29	7·66
CHITTAGONG ...	Chittagong	Bengali and Mughee	2,315	1,043,283	211	7,396	10·97	·202	7·09
	Noakholly	Bengali	1,850	925,000	211	6,754	8·76	[illegible]	[illegible]
	Chittagong Hill Tracts	Hill dialects ...	6,882	69,607	7	152	983·143	[illegible]	[illegible]
		Total ...	11,047	2,037,890	429	14,302	......	[illegible]	[illegible]

B.—EDUCATION—*concluded.*

4.—*Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year* 1877-78.

1	2	3	4	5	6	7	8	9	10
DIVISIONS.	NAMES OF DISTRICTS.	Vernacular spoken.	Area in square miles.	Population.	Number of schools.	Number of students on the rolls on the 31st March 1878.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each 1,000 of the population.
DACCA ...	Dacca	Bengali	2,897	1,853,897	585	23,078	4·75	·32	12
	Furreedpore	Ditto	2,365	1,515,821	365	12,864	6·5	·24	8 5
	Burrisal	Ditto	4,187	1,902,398	501	16,833	8·35	·26	8·85
	Mymensingh	Ditto	6,293	2,349,917	414	14,285	15·2004	·1761	6·07893
	Tipperah	Ditto	2,530	1,419,229	499	13,697	5·07	·35	9 nearly.
		Total ..	18,272	9,041,262	2,364	8,075	......	......	...
PATNA ..	Patna	Hindi and Hindustani.	2,101	1,559,638	816	16,396	2·5	·523	10·5
	Gya	Ditto ..	4,718	1,949,750	727	13,381	6·4	·373	6·8
	Shahabad .. .	Ditto ..	4,385	1,723,974	282	7,211	15·5	·163	4·2
	Sarun	Ditto ...	2,654	2,063,860	807	11,191	3·2	·391	5·4
	Chumparun ..	Ditto	3,531	1,440,815	205	5,702	17·2	·142	3·2
	Mozufferpore ...	Hindi and Tirhutea	2,969	2,188,382	279	8,440	10·6	·127	3·8
	Durbhunga	Hindi and Hindustani	3,374	2,332,281	260	8,459	12·9	·111	3 6
		Total .	28,732	13,258,700	3,376	70,780	7	·254	5·3
BHAGULPORE ...	Bhagulpore	Hindi and Hindustani	4,327	1,826,290	697	9,590	6·2	·382	5·3
	Monghyr	Ditto .	3,913	1,812,986	829	13,392	4·7	·457	7·4
	Maldah	Bengali	1,813	676,426	180	4,320	10·1	·266	6·4
	Purneah	Hindi and Hindustani.	4,956	1,714,795	367	6,798	13·5	·214	3·9
	Sonthal Pergunnahs ..	Bengali, Hindi, and Sonthali.	5,488	1,259,287	614	10,078	8·9	·48	8
		Total .	20,497	7,289,784	2,687	44,187	7·6	·369	6 1

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 29TH OCTOBER 1878.

RESOLUTION.

READ—

The Report on Public Instruction in Bengal for 1877-78.

The circumstances of the year 1877-78 were favourable to the progress of education. The financial position of the Government no longer compelled it to enforce those reductions in expenditure which had to some extent crippled the operations of the previous year, and the educational grant was raised from Rs. 24,67,236 to Rs. 25,10,940. The removal of this absolute limitation of expenditure stimulated and developed private effort in a corresponding degree, and while the gross expenditure from Government treasuries advanced from Rs. 24,61,599 to Rs. 25,19,861, the departmental receipts were raised from Rs. 4,71,814 to Rs. 5,19,803. The net Government expenditure amounted, therefore, to Rs. 20,00,058, showing an increase of only some Rs. 10,000 over the net expenditure of the previous year. It is a source of just satisfaction to the Government to find that its efforts in promoting education are so promptly and efficiently seconded by corresponding exertions on the part of those for whose benefit the department of education chiefly exists, and that three-fourths of the additional expenditure which the Government was prepared to incur have been met by increased contributions from the people at large.

2. The figures of receipts adopted above are those furnished by the Accountant-General, and they refer only to those sums which have been credited in Government treasuries. The departmental return of receipts and expenditure, which includes the charges on account of medical education (Rs. 2,24,000) and of buildings constructed by the Public Works Department (Rs. 72,000), shows also the amount of private contributions in schools of all classes. From this statement it appears that out of a total expenditure on education of, in round numbers, Rs. 44,85,000, the Government contribution amounted to Rs. 22,85,000, while the people paid Rs. 22,00,000, their contributions in the previous year having been Rs. 19,82,000. Hence the Government contribution to the total cost of education, which amounted in 1875-76 to 57 per cent. and in 1876-77 to 53 per cent., has again decreased during the year 1877-78 to 51 per cent. of the gross expenditure. The Director points out that, owing probably to different principles of classification, the statement of expenditure furnished by the Accountant-General differs, to some extent, in the total, and to a large extent under separate heads, from his own departmental returns. He will be requested to place himself in communication with the Accountant-General, with the view of assimilating the principles on which educational receipts and charges are classified in the public and the departmental accounts.

3. In the Resolution on the Director's report for 1876-77, it was shown that while there had been some increase in the number of schools of organized instruction and a slight decrease in the number of pupils in those schools, the increase had been confined to the department of primary instruction, while nearly every branch of secondary instruction had suffered loss. At the same time it was shown that the total number of schools, aided and unaided, which were known to the department, had advanced from 17,850 to 21,478, and the number of pupils in them from 535,804 to 589,351. The returns for the year 1877-78 show that education has entirely recovered from the temporary check to which it was exposed in the previous year. The increase in the number of schools is not only as great in extent as in that year, but is much more satisfactory in character. On the 31st March 1878, the total number of schools had increased from 21,478 to 26,218, and that of pupils from 589,351 to 641,400. Practically the whole of

this increase has taken place in schools of organized instruction, that is, in those which are supervised more or less effectively by officers of the Education Department, and which receive or compete for Government aid on certain fixed conditions. The number of such schools has increased from 15,848 with 468,579 pupils to 19,752 with 531,168 pupils; and the increase has been spread over all branches of instruction and over every class of schools. Unaided schools, which, though not under the inspection of educational officers, have furnished returns to the department, have increased from 5,630 to 6,466, while the number of pupils in them has diminished from 120,772 to 110,232. The cause of this decrease is explained in the following manner. Indigenous schools have been discovered in Behar in numbers large enough to make up, and more than make up, for the loss in other divisions; but as the average number of pupils to each such school in Behar is only 11, or less than half the corresponding number in Bengal, the net result has been a decrease in the number of pupils.

4. The detailed figures are shown in the following table, in which the schools are classified according to the source of their income and the grant by which they are maintained:—

Class of Instruction.	1877.		1878.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges ...	323	27,831	316	28,728
Grant-in-aid " " " ...	1,857	89,045	1,779	85,563
Circle grant " " " ...	322	12,945	262	10,742
Primary grant " " " ...	13,346	338,758	17,395	406,135
Unaided " " " ..	5,630	120,772	6,466	110,232
Total ...	21,478	589,351	26.218	641,400

5. An examination of this table shows that while Government schools have suffered loss (owing to the closing of seven normal schools), the number of their pupils has steadily increased. Grant-in-aid schools have undergone a reduction of 78, of which some were mission primary schools, closed on account of diminished contributions from the parent societies and the consequent contraction of educational operations in India; while from others the grants were withdrawn on the ground that they had for years past been in an unsatisfactory state, and no hope could be entertained of their improvement. The loss in circle schools, which exist chiefly in the Presidency and Dacca divisions, is confined to the Presidency division, and more especially to the 24-Pergunnahs, in which district the circle grant appears to have been administered much less successfully, as regards both the quantity and the quality of the instruction, than in Dacca and the neighbouring districts of Eastern Bengal. In those districts the circle grant is almost exclusively devoted to secondary education, as it was intended finally to be, and some of the very best of the middle schools or circle schools; in the Presidency Division, on the contrary, the number of circle schools above the primary stage is insignificant. The administration of this grant has by recent orders been transferred from the Magistrates to the Circle Inspectors, who will doubtless bear in mind the fact that the circle grant was expressly intended to create middle vernacular out of primary schools at small cost. Of the increase of 4,000 in the number of primary schools, the chief share is contributed by the divisions of Burdwan and Orissa, in certain districts of which the system of payment by results has been either introduced or largely extended during the past year.

6. Adopting the nomenclature recently sanctioned by Government,* the following table shows the progress of education for the last two years, the class of instruction being now taken as the basis of classification:—

* Resolution No. 3006, dated 16th October 1877.

Class of Instruction.		1877.		1878.	
		Schools.	Pupils.	Schools.	Pupils.
Superior ...	Colleges	20	1,792	19	2,003
Secondary ...	Higher English schools ...	180	32,957	176	31,688
	Middle " " ...	511	30,072	572	31,618
	Middle vernacular " ...	1,045	51,718	1,087	53,234
	Lower English " ...	112	4,328	......	......
	Lower vernacular " ...	1,501	52,650	1,604	56,012
Primary ...	Primary " ...	17,554	399,409	22,126	446,522
	Female " ...	480	12,027	519	11,964
Special ...	... ...	75	4,398	66	3,779
European and Eurasian	... ...	......	......	49	4,580
	Total ...	21,478	589,351	26,218	641,400

Though one unaided college has ceased to furnish returns, the number of pupils receiving collegiate instructions shows a marked and satisfactory increase. Under the head of secondary instruction there is a gain of 90 schools and 827 pupils; this, however, does not measure the whole extent of the increase, since schools for the education of Europeans and Eurasians, which up to last year were merged in the general body of secondary schools, middle or higher, have now been rightly entered as a separate class. If these schools be taken into account, there is a total gain under secondary instruction of 126 schools and 4,256 pupils. The loss in higher English schools is only apparent, those for the education of European boys being now transferred to their proper class. Lower English schools, of which in the previous year there were 112, have under late orders of Government† disappeared from the returns. They no longer exist as a separate class; and the individual schools have been transferred, some to the class of middle English schools, others to that of middle vernacular schools, and others again to that of lower vernacular schools out of which they originally sprung. All these classes of schools manifest considerable progress, both in numbers and in attendance, the extent of which is by no means explained by the transfer just described, but affords convincing proof of the vitality, no less than of the stability of this important branch of education. The Lieutenant-Governor observed, in the Resolution upon the last report, that the middle schools were the weakest part of our educational system, and that special efforts should be made to strengthen and improve them. He is glad to think that the operations of the year have tended in some degree to bring about this desirable result.

† Resolution No. 3005, dated 16th October 1877.

7. The primary schools supported or aided by Government have increased during the year from 12,272 with 302,550 pupils, to 16,042 with 360,322 pupils. Towards the maintenance of these schools the Government contributed a sum of Rs. 2,72,000, out of a total expenditure from all sources of Rs. 7,81,000. It follows, therefore, that for the support of each primary school, with an average of 22 pupils, the Government pays Rs. 17 a year out of a total cost of Rs. 49. The figures showing the private expenditure on these schools cannot of course be regarded as trustworthy in any high degree; but they at least point to the conclusion that, taking one district with another, the policy of Government with regard to these schools is being understood and acted on; that the schools are village schools established and maintained chiefly by the people for the people; and it is believed that the Government contribution is now known to be of the nature of a subsidy, paid to the schoolmasters as an inducement to them to teach, and as a reward for teaching, those subjects of elementary liberal education which find no place in the ordinary course of the village pathsala.

8. In his report for 1876-77, the Director expressed at length his views upon the character of the instruction imparted in the indigenous schools of the country, the effect of the impulse given to primary education by the orders of 1872, the present position of the aided schools with regard to the unaided schools of the country, and the relation and duties of Government to both classes of schools. These views received the general approval of the Lieutenant-Governor, and the experience of another year has established their soundness. In brief, they were as follow :—

(1.) That throughout the country there is an 'outer circle' of indigenous pathsalas, maintained by the independent efforts of the people, within which lies the 'inner circle' of the aided schools, identical in origin with the former, but differing in character since Government has taken them in hand.

(2.) That the margin between the inner and the outer circle is greater or less in different parts of the country, but that up to the limits of the outer circle the spread of popular education is possible.

(3.) That the question of extending education beyond that outer circle has no practical interest for the present generation.

(4.) That the difference between the indigenous pathsalas and those which Government has taken in hand is mainly the difference between a technical and a liberal education, that of the

indigenous pathsalas being confined to the needs of a cultivator's or artizan's daily life; and that it is by liberalising to some extent the education imparted in those pathsalas, without removing their technical character, that they are made available for elementary popular education.

(5.) That while the necessary result of the action of Government is to modify the course of instruction in all schools which come under its influence, yet that their character as village schools should not be lost sight of; that the Government grant must not be regarded as their chief means of support, nor must the Government standards displace those useful subjects of instruction which have given the pathsalas their chief value in the eyes of successive generations.

9. These principles, which have already been accepted and carried out in many districts, the Lieutenant-Governor desires again to impress upon all officers concerned in the management of primary education. They seem to lead naturally, if not necessarily, to the general adoption of the system of payment by results, which the Lieutenant-Governor observes with satisfaction has now been introduced, in one form or another, into nearly half the districts of Bengal. Without wishing to bind district officers, who have, as a rule, administered the primary grant entrusted to them with considerable ability and success, to any one mode of administration, and while fully recognizing the different treatment which is called for by the circumstances of different districts, Sir Ashley Eden desires to call the attention of district officers to those paragraphs (44 to 100) in the Director's report in which the state of primary education in each district of Bengal is described, and the different systems in force discussed. And in reference to the difficulty which some officers have felt in introducing a system of payment by results, whether owing to the dearth of inspecting officers, or to the special character of the district and its population, the Lieutenant-Governor entirely concurs in the opinions expressed by the Director in the following passage which refers especially to the district of Dacca:—

"The practice of paying a rupee for an annual return, even without any examination of pupils, has this advantage that it helps *pro tanto* to bring schools into existence, or at least to preserve them; that it forces them upon the notice of the inspecting officers who therefore cannot help learning the extent and character of the 'outer circle;' and that it finally makes it an easy matter to introduce a system of payment by results in strict accordance with the merits of the pathsalas and the proficiency of the pupils, the goal to which all our efforts should tend." The Lieutenant-Governor hopes that the system of payment by results will, if only in its simplest form, be now tried in every district.

10. The Director refers to the need of a definite method of classification of primary schools, wherever the system of payment by results has been introduced, and points out that schools of precisely the same character are classed in one district as aided and in another as unaided. Pathsalas, in fact, that are in any way affected by the Government system are of three classes: *firstly*, stipendiary pathsalas, or those whose teachers receive a definite monthly payment; *secondly*, rewarded pathsalas, which are under inspection, and whose teachers or pupils receive rewards in accordance with the results of an annual or other periodical examination; *thirdly*, registered pathsalas, in which the teachers receive a small fixed sum, generally one rupee, for the submission of annual returns. Beyond all these lie the indigenous pathsalas of the country, those of them, that is, which as yet stand aloof from the Government system and are unaffected by its offers. It appears to the Lieutenant-Governor that the three kinds of schools above named should be classed together, even though the only aid which some of them may receive is the small retaining fee for the submission of returns. The important fact with reference to all of them is that, in a greater or less degree, they come under the influence of the Government system. It is true that the results of that influence belong to the future rather than to the present, but it is not the less certain that schools of the simplest kind, when brought under inspection and control, and presented with a new incentive to progress and a new aim, will improve in course of

time. All such schools belong essentially to one system of organization; the fact whether any given school in any single year earns or does not earn rewards by the performances of its pupils is comparatively unimportant; and all the necessary information required by Government can be given in a separate statement showing the number of schools under organization and the number of those that succeed at the central examinations.

11. From what has preceded, it will be understood that the increase of 4,000 in the number of primary schools means not that this number of absolutely new schools has been established, but that that number of schools already existing, but hitherto unaided, have been taken up into the Government system, have been placed under the supervision of officers of the Education Department, and have offered themselves for future examination, either in the subjects which they have all along taught, or in those additional subjects which the Government desires to introduce. The chief increase has taken place in the districts of Burdwan, Midnapore, and especially Cuttack, which add 600, 500, and 2,300 schools respectively to the number of the previous year. Mr. Larminie has introduced into Burdwan the system of small stipends and large rewards which last year proved so successful in his hands in Bankoora. To introduce this system into Burdwan was, as the Director points out, to revolutionise primary education there; for Burdwan was the district, above all others, in which the pathsalas had been 'improved' to an extent which seemed seriously to impair their popular character. In Cuttack the example set last year in the adjoining district of Balasore has been followed, and in some respects improved upon, with the result that 14,102 pupils from 2,650 pathsalas presented themselves for examination in November 1877, and that 6,983 candidates passed by a higher or lower standard in reading and writing, and 4,271 in arithmetic. The district of Midnapore has now regained its position (wrested from it last year by Bankoora) at the head of the list as regards the proportion of pupils to population in all schools coming under the cognizance of the department, the numerical ratio per thousand being for Midnapore 28·75 and for Balasore and Bankoora, which most nearly approach it, 27·79 and 27·15 respectively.

12. Other districts show a large increase in the number of schools under organization, though the increase is in no case so striking as in those which have been named. The system of rewards introduced last year into the 24-Pergunnahs is now fully established; but the Director's report points to some shortcomings of the scheme which deserve the Magistrate's careful attention in consultation with the Circle Inspector. The Magistrates of Hooghly and Howrah have, at the instance of the Circle Inspector, introduced a somewhat different, but very simple, system into their respective districts. In Moorshedabad, in which district the margin of unaided indigenous schools seems to be exceptionally small, a system of payment by results has likewise been introduced. Experiments in the same direction have been attempted, though as yet to a limited extent, in the districts of Rajshahye and Dinagepore. In Rungpore the introduction of the system is said to have been attended with failure, the number of aided primary schools being less than half what it was in 1876. The circumstances are fully set forth in the report, and should receive the serious consideration of the officers concerned. The Director is of opinion that the failure may be ascribed to two causes: *firstly*, that the examinations for rewards follow each other too closely, thus leading the teachers to look to Government, rather than to the people, as their chief source of support, and perpetuating the disadvantages of the stipendiary system without the comparatively large stipends which made it attractive; and *secondly*, that the rewards when earned are not punctually paid. Throughout the division of Dacca, with the single exception of the Backergunge district, the old system of payments is still in force. The efforts of the local officers have been directed to the improvement rather than to the extension of popular education. The Director remarks that under the present system the aided schools in the Dacca district are probably surpassed by none in any part of the country. What seems now to be most needed is some scheme for fostering and liberalising the indigenous schools of the country, between which and the aided schools a gulf is fixed that grows wider year by year. In Chittagong, the present state of primary education is described as unsatisfactory; "yet," adds the Director, "the permanent economical conditions of the district are very favourable to progress,

and only two years ago Chittagong occupied a very high rank in regard to primary education."

13. In the division of Patna the event of chief importance has been the attempt, more or less successfully carried out in different districts, to collect statistics of unaided schools, which have now been registered to the number of 1,600. Thus the first necessary steps have been taken to extend the limits of the 'inner' to those of the 'outer' circle of primary instruction. Throughout the division of Bhagulpore the Circle Inspector, with the cordial support of the Commissioner, has secured the introduction of a system which utilises the leading gurus of each district in the work of inspection, instruction, and examination. The result of the introduction of the system into Monghyr is described by the Director as startling; but he seems to feel some doubt whether the results have not been in some measure exaggerated. In Maldah the transition from the old to the new system has been attended with a certain degree of disorganization, although the circumstances furnish no ground for apprehension as to the future.

14. Of the state and prospects of primary education in the backward province of Chota Nagpore, a very hopeful account is given. The Director cites with approbation the remarks of the Deputy Inspector of Hazareebagh, who points out that in former days, if there were schools in the province, the poor cultivator at any rate had no share in them. "I can venture to state," adds the Deputy Inspector, "from my experience of 11 years in the province, that, before the introduction of the now celebrated scheme of Sir George Campbell, one might go from village to village for many miles without meeting a man or a boy who could read him a letter in Hindi. But what changes have been wrought in the short period of five years! Wherever you go now, the first thing that attracts your notice is the rural pathsala, and there is scarcely a village of average population in which you have not the institution, and in which you may not come across at least five or six lads who are able to read and write."

Unlike Chota Nagpore, the province of Orissa abounded, from very old days, in village schools of an elementary and thoroughly popular kind; and this circumstance has made it peculiarly easy to introduce with success, in two out of the three districts of the province, the system of payment by results. It is a source of gratification to the Lieutenant-Governor to observe that in the three most backward portions of Bengal, namely in Behar, Chota Nagpore, and Orissa, the want of vernacular school-books of every class, which is the great and permanent obstacle to the progress of primary education, is being successfully overcome.

15. At the primary scholarship examination, the standard for which was generally kept at a high level, 12,985 candidates from 4,474 schools competed, and of these 5,647 from 2,996 schools passed. The increase in the number of candidates and in that of successful candidates manifests the sound development, and the steady growth of a system which is now thoroughly engrafted on the indigenous stock of primary education. The extent of that development is measured in another way by the fact that the number of pupils in primary schools throughout Bengal, who are able to read, write, and understand easy sentences in their mother-tongue, has advanced during the year from 103,000 to 153,000. The Lieutenant-Governor is glad to concur in the Director's opinion that the district officers, working through the Deputy and Sub-Inspectors, and with more or less assistance from the Circle Inspectors, may well be congratulated on their successful administration of the primary grant. At the same time the circumstances of some districts seem to make it advisable to repeat the warning of last year, that the chief function of the primary grant is to promote primary education, not to force people out of their natural social position by giving them an education which unfits them for the ordinary duties of such a life as is open to them; that the occasional development of a primary school into one of a higher class, though it need not be repressed, is to be left to come naturally and only as the result of an actual demand; that no forcing is to be attempted; and that the sound progress of a district in primary education is to be tested only by the proportion of pupils who can read, write, and cipher. In the last year's resolution on this subject doubts were expressed whether the primary

scholarships were chiefly won, as it was intended they should be won, by pupils of the humbler classes. It is satisfactory to find that these doubts are unfounded. The Director has taken steps to ascertain the social position of those candidates to whom scholarships were awarded at the last examination. Of 403 scholarships, 127 were gained by boys of the middle class, and 275 by boys of the lower, including 171 sons of cultivating ryots. In other words, the lower classes, who form 81 per cent. of the pupils of the pathsalas, hold 68 per cent. of the scholarships, a result which must be regarded as satisfactory.

It is also noticeable that half the number of scholars in the lower classes of society are also of the lower castes of Hindoos. The Mahomedans at present win only half their proper share of scholarships, looking to their numbers. But in the Rajshahye Division they gained nearly their full number, while in the 24-Pergunnahs the pupils of Mahomedan gurus were particularly successful.

16. The area of secondary instruction has been narrowed during the year by the abolition, as a separate class, of the schools ranked as lower or intermediate English. The policy that Government has followed with regard to the teaching of English in schools below those that read to the Entrance standard of the University may be described as a return to the principles affirmed successively by Sir John Grant and Sir Cecil Beadon. According to those principles, the middle vernacular schools established by Government were to be regarded as model schools for the advancement of education among the rural classes, who must always remain strangers to the English language and literature. Side by side with, and attached to, these vernacular schools, there sprang up, however, in many places English classes, whose object was to give those who read the full vernacular course some additional instruction in English. In course of time, the English teaching, originally intended to be supplementary and subordinate to the vernacular course, assumed an unduly prominent position. History and other subjects were read in English, and the vernacular was proportionately neglected. It followed, therefore, that all students in such schools, except those few who were afterwards to proceed to a higher English school, received from masters, themselves ill-instructed in English, an education which was imperfect, and in too many cases worthless, both on its vernacular and on its English side. The late orders of Government declare the necessity of re-adjusting the mutual relations of English and the vernacular by reconstituting middle English schools on a true vernacular basis. The middle English standard, which in course of time, had come to vary widely from that of the vernacular scholarship, has been again identified with it; the only, and sufficient, difference being that candidates for the middle English scholarship are now required to take up English in addition to the full vernacular course. This condition being understood, any school that teaches effectively the vernacular scholarship course is at full liberty to add an English class, and hence it follows that the sound study of English has been really promoted and encouraged by the orders that have been issued. But the logical corollary to those orders was the abolition of the class of lower English schools, If English was only to be taught as a sequel to sound instruction in the vernacular up to a certain standard, it followed that English should be rigorously excluded from schools that could under no circumstances teach to that standard. Of those classed in the last report as lower English, some of the best have become middle English schools; others have abandoned the teaching of English and classed themselves, according to their proficiency, as middle or lower vernacular; while some few have disappeared.

17. Lower vernacular schools have increased from 1,501 to 1,604, the increase being exclusively due to the rise of schools from the class below, hitherto classed as primary. The great majority of this class of schools are supported from the circle and primary grants; and the principle has been acted on during the past year that if a lower vernacular school claims aid under the grant-in-aid rules, the amount should be limited to that of the maximum pathsala stipend, or Rs. 5. The results of the lower vernacular scholarship examination, the second that has been held, were satisfactory. Of 1,604 schools of this class, 993 sent candidates to the examination, and from 702 of those candidates passed. It is not of course to be expected that schools originating, as these do, from very humble beginnings will at once or very soon reach

the full standard of their class. Each lower vernacular school is supported at an average cost to Government of Rs. 51 yearly.

18. The number of middle vernacular schools has increased from 1,045 to 1,087. The increase is due partly to the transfer of lower English schools, and partly to the conversion of weak middle English schools to this class. On the other hand, the addition of an English class to a certain number of vernacular schools has made the increase less than it would otherwise have been. The condition of these schools is generally satisfactory. In Eastern Bengal and in the Division of Rajshahye their high character and great popularity are especially noticeable. As might be supposed, it is in the more backward districts that these schools chiefly need support. In Behar the vernacular is not much valued; English is the only language that can successfully compete with Persian; and hence the new orders sanctioning the introduction of English into vernacular schools may be expected to have marked effect. It is the same in Orissa. For the wants of the people these schools are either too high or too low; they are too high for the ordinary requirements of a rural population, and they are too low for those who look to Government or professional employment.

19. The number of middle English schools has advanced from 511 to 572. The increase has been general throughout Bengal, and is due to the two causes already mentioned, namely the abolition of lower English schools and the addition of English classes to vernacular schools. It is satisfactory to learn that public opinion has been practically unanimous in favour of the change that has been made in the constitution of English schools and the basis of English teaching. Attention was called in the resolution on the last year's report to the extremely unsatisfactory character of a large number of middle schools, English as well as vernacular, which were distinguished by inability or neglect to appear at the examinations of their class. In the last middle vernacular scholarship examination, out of 1,087 schools of this class, 887 sent candidates to the examination, and 637 schools were successful, passing altogether 1,573 candidates. At the middle English scholarship examination, out of 572 schools 308 competed, and from 247 of these schools 934 candidates passed. These figures mark some advance over the results of the previous year, but it is evident that the 'inefficient margin' of middle schools, and especially of middle English schools, is still very wide. The Director has called the special attention of all Circle Inspectors to this class of schools, pointing out that the permanently unsuccessful schools are the reproach of educational administration. Much improvement may be expected from the instructions that have been issued, and from the action that has already been taken; but the Lieutenant-Governor must express the hope that the Director will lose no opportunity of enforcing the principles by which the constitution of middle schools is henceforth to be determined, and their character improved.

20. The class of higher English schools shows but little variation. The number is 176, against 180 returned in the previous year; the apparent loss of four schools being due to the separation of European and Eurasian education. This important class of schools continues steadily to advance in efficiency and in public favour; and the Government schools alone show an increase of 640 pupils. The proportion of schools whose pupils fail to pass at the Entrance Examination is small, and some of the weaker schools of this class are now undergoing reduction or reorganization. Others, again, as the Director points out, are maintained chiefly on account of the dignity bestowed by the proprietorship of a higher class school; they occasionally send a candidate to the examination, but the real work they do is that of a good middle school, and the grant they enjoy is a middle school grant. If they do not always reach the standard at which they aim, they at least carry instruction beyond the middle standard, and at no greater cost to Government.

21. For the Entrance Examination of December 1877, 176 schools sent up 1,991 candidates, of whom 844 passed, 17 per cent. of these being placed in the first division, 46 per cent. in the second, and 37 per cent. in the third. Of the whole number of candidates, 42 per cent. were successful; but while among the candidates from private and aided schools 36 and 34 per cent. respectively passed, among those from Government schools the proportion of successful candidates was as high as 54 per cent. Each Government school, with an average of 288 pupils, costs Government Rs. 2,720 a year out of a

total expenditure of Rs. 8,396, while each aided school, with an average of 112 pupils, costs Government only Rs. 580 a year out of a total expenditure of Rs. 2,340. It is therefore to be expected that the former class of schools should be stronger and more successful than the latter. A detailed criticism is given in the report of the success and shortcomings of the several zillah schools. The Hare and the Hindu schools and the Sanskrit Collegiate school in Calcutta take the highest place, and the collegiate schools of Hooghly, Dacca, Kishnaghur, Patna, and Midnapore obtained a fair measure of success. The Director points in more than one instance to the fact that failure in the examination has been due to improper promotions to the highest class. The Lieutenant-Governor is aware of the pressure that is often put upon head-masters by parents of pupils, in order to secure the promotion of their sons; but these considerations should be allowed no weight. Even if pupils are with-drawn from the school, and fee-receipts are in consequence reduced, that is a result of very trifling importance compared with the advantage of keeping up the standard of acquirements in each class, and, above all, in the Entrance class to the highest possible level.

22. The system of net grants to zillah and collegiate schools, and to madrasas, has secured the financial prosperty of those institutions. The total amount of the balances at credit of net grant schools on the 31st March 1877 was Rs. 82,564, which was regranted to those institutions during the following year. In the course of that year expenditure to the amount of Rs. 22,349 was sanctioned from the balances, and a further sum of Rs. 15,766 from invested funds arising from the savings of previous years. Yet it appears that the total amount to be regranted by Government as the surplus balance in favour of those schools on the 31st March 1878 was Rs. 78,774, showing a reduction, notwithstanding the expenditure incurred in the interval, of only Rs. 4,000 upon the surplus balances of the previous year. It follows, therefore, that the schools worked during the year at a profit of some Rs. 18,000. It is very satisfactory to notice that, out of the whole sum expended upon net-grant schools out of their surplus funds, nearly Rs. 25,000 were expended upon buildings, thus causing a saving to the same extent in the expenditure of the Public Works Department. Still the total net grant appears to be considerably in excess of the necessary requirements; and when the period of three years for which the grants run comes to an end in March 1880, it is probable that large reductions can be made.

23. The total number of colleges teaching to the standard of the B. A. Examination is now seven, the Beauleah High School having been raised during the year to the status of a full college, under the title of the Rajshahye College. The permanent establishment of this college is as yet undecided, as it is still somewhat doubtful whether the districts of Northern Bengal will supply the college year by year with a sufficient number of pupils to justify the outlay involved in maintaining a large staff of professors. At present the bulk of the expenditure is borne by the Rajshahye Association, who have contributed funds amounting to Rs. 1,50,000, the whole of which will shortly be invested. Second grade colleges, teaching to the First Arts standard, now number five. The aided colleges are six, as in the previous year, and there are three unaided colleges. The number of pupils in all colleges has increased during the year from 1,792 to 2,003. But the intensity of the desire that exists for collegiate education is best illustrated by the fact that the number of college students is now nearly twice as great as it was in 1874, when it amounted to 1,083 only. During these four years the Government and the High Court have, by various steps, raised the standards qualifying for admission to the executive and judicial services, and to the legal profession, and have offered considerable inducements to those whose abilities were attested by University degrees. The senate of the University has moved in the same direction. Students who have passed the Entrance Examination find it yearly more difficult to qualify themselves for any profession unless they go forward to a University degree. The eager desire that has been manifested in many parts of the country for the establishment of new colleges affords a convincing proof of the value attached to collegiate instruction.

24. For the first examination in Arts 613 candidates appeared and 184 passed. The proportion of successful candidates was much lower than in

previous years—a result which is ascribed, as regards Government colleges, to the fact that the vacancies in the graded list caused by the casualties of 1876 and previous years, which had never been fully supplied, made it quite impossible to bring the staff of the Government colleges up to the requisite strength, and also made it necessary to transfer officers in a way very detrimental to efficient teaching. For the B. A. Examination 163 candidates appeared and 51 passed. The Government colleges to some extent recovered their position, passing 40 per cent. of their candidates; while aided colleges passed only 29 per cent. The Kishnaghur College redeemed its failure in the First Arts Examination by considerable success in the examination for the degree. The Cuttack College, in this the first year of its competition for the B. A. degree, failed altogether. The experimental establishment of this college was designed rather to test the desire of Uryas for high education, than to try the possibility of carrying on a full college with a staff of ungraded officers. The dearth of graded officers has hitherto prevented the strengthening of the establishment of the Cuttack College, and has interfered a good deal with the efficiency of the other colleges. For the M. A. Degree Examination there were 28 candidates, of whom 15 passed. The Director re-affirms the high opinion which he expressed last year of these candidates, as in all respects the most satisfactory outcome of the University system; and it has gratified the Lieutenant-Governor to have been able to select several such students during the past year for responsible and honorable employment under the Government of Bengal.

25.. The department of special instruction comprises the subjects of law, medicine, and engineering, surveying schools, industrial schools, and the School of Art. The number of law students in the classes attached to five Government colleges has increased from 222 to 316; but in every other branch of special instruction the number of students has seriously declined. In the Medical College of Calcutta they have fallen from 176 to 145; in the Engineering Department of the Presidency College from 124 to 87. As regards instruction of a lower class, the pupils in vernacular medical schools have declined from 862 to 686, while in vernacular survey schools the number remains constant at 160. Technical schools number 148 pupils against, 116 in the previous year. The attendance at the School of Art has fallen from 119 to 89. The causes of this general decline have been in operation for some time past. Fewer students enter the Medical College than in former years, owing to the substitution of the First Arts for the Entrance certificate as the qualification for admission. The Government demand for trained Engineers is not great enough to absorb the supply of graduates from the Civil Engineering College, and the private demand is still small The novelty of the vernacular medical schools has, to a certain extent, worn off; new pupils are admitted in smaller numbers than before, and many of the old pupils have ceased to attend. No doubt, however, can be entertained of the ultimate success and permanent usefulness of some of these schools. It is the same with the vernacular surveying schools. The pupils are generally well taught, and become efficient surveyors. The present report shows the result of the first examination that has been held for the final certificate, and from one school at least (Dacca) the passed candidates have found employment without difficulty.

26. The scope of the artisan school at Dehree has been enlarged during the year, and its standard considerably raised. The Government of India required that the course should be so framed as to qualify the pupils for the position of foremen mechanics in a workshop rather than for that of overseers in the Public Works Department. The standard has been revised in accordance with these instructions, and comprises a theoretical course of considerable depth, in addition to practical work in the shops occupying six hours a day; and if, with the existing staff, that standard can be reached, there can be little doubt that the Dehree school will turn out a body of young men qualified to take charge of workshops. The Government of Bengal have taken further steps during the past year to establish schools of technical instruction. A committee was appointed to examine and report upon the means of providing thorough technical instruction to those who wished to adopt one of the branches of engineering as a profession. It was fully understood that, if such a school were established, it must be attached to a workshop on a large scale. For such an enterprise a mere toy workshop

is of no service; if useful and thorough instruction is to be given, the school must be attached to a real workshop conducted on sound business principles, and fulfilling its own purposes quite independently of the school. The submission of the report has been delayed pending the decision of the scale on which the new Government workshops are to be established. That question once decided on independent grounds, there will be no difficulty in establishing a school in connexion with the shops; and the Director reports that the committee have determined the general outline which such a scheme will take. It is hoped that the difficulty regarding a new site for the workshops and schools attached has now been overcome. The Civil Engineering College already turns out two classes of students; those who are qualified to become engineers of roads and bridges, and those who aspire to subordinate appointments of the same kind. The proposed school or college, similarly, will comprise two courses for two separate classes of students; the upper course for those who desire to become mechanical engineers of the highest class, and directors of large manufacturing establishments; and the lower course for the training of overseers of shops and factories, foremen of works, &c. While theoretical and practical training are combined in both, the upper course will carry theoretical instruction to a much higher standard. For neither of these two purposes is special proficiency in a single trade needed; it will be sufficient if a man has such practical skill as may be gained by four years' work with his own hands alternately in the pattern-shop, the forge, the foundry, and the fitting-shop. These proposals do not involve the training of mechanics, that is, of men skilled in particular trades only. It is thoroughly understood that, in order to produce workmen of this class, nothing can supersede the ordinary mode of apprenticeship. No school is needed for this purpose; the only school in which a man can learn his trade is the workshop. But the Lieutenant-Governor, in proposing to establish a school for technical instruction, hopes not only that students will come forward in sufficient numbers to acquire an education which will now for the first time be placed within their reach, but also that, having acquired that education, they will find abundant opportunities for turning it to practical account. The absence of any future career for students so trained has been sometimes urged as a reason why Government should not enter upon the field of technical instruction; but the Lieutenant-Governor is confident that, if the training given to students is good of its kind, the supply will create the demand; and that employers of skilled labour of the highest kind will find their advantage in securing upon the spot, and at a comparatively cheap rate of remuneration, engineers and foremen whom they have hitherto been compelled to import at great expense from Europe. The demand for this class of labour is daily increasing, and must extend with the development of railways, and factories which is now going on.

27. The School of Art has lost 30 students, the number on the rolls at the close of the year being 89. The number has been steadily diminishing since 1875, when it amounted to 169. In that year the monthly fee was raised from Re. 1 to Rs. 3, and the school is consequently attended only by those who have a genuine desire to follow one of the branches of art as a profession. Under the present regulations, students not only leave the school much less capriciously than in former years, but they remain for a longer time. The work done by the pupils is gradually gaining in public estimation, as its character becomes more widely known. Designs for cotton goods, which were made for the Indian market by students of the school at the instance of a mercantile firm in Calcutta, have been described as most successful and much better adapted to the purpose than English work of the same kind. The same favourable opinion was recorded of some lithographic work turned out by the school. A large number of surgical and anatomical drawings were made by two of the students of the school, under the supervision of the late Dr. Gayer, for the illustration of lectures in the Medical College. They have been found to be admirably suited to their purpose. The Lieutenant-Governor is very glad to acknowledge the value of the services rendered by Mr. H. H. Locke, the Principal of the School of Art.

28. The Art Gallery, which was opened in 1876, in connection with the School of Art, has now been placed upon a permanent basis, an annual grant of Rs. 10,000 being set apart for the maintenance of the establishment and the

purchase of works of art. A committee of gentlemen interested in art has been appointed to work with the Principal of the school in carrying out the objects of the gallery, and steps are being taken to procure such copies and original paintings from Europe as may best tend to cultivate the taste and and inform the minds of the students of the school. The gallery is also open to the public.

29. In accordance with the policy explained in previous resolutions, the number of normal schools was reduced during the year from 31 to 24, and further reductions have since brought the number down to 17, of which seven only are of the first grade. Normal schools of the lowest grade, designed to supply teachers to primary schools, are now only maintained in those backward parts of the province where the natural supply of qualified teachers, as tested by the the primary scholarship examinations, is found to be insufficient. Even in backward districts, however, the system of payment by results is found to increase the natural supply of competent gurus, and makes the maintenance of normal schools less necessary. The number of first grade normal schools has to be regulated so as to supply trained pundits to the whole of the middle vernacular schools of Bengal, and this principle has been followed in determining their local distribution. The only second grade school remaining is that at Chittagong. The best of the first grade normal schools is that of Hooghly. The Calcutta school failed conspicuously in the final examinations, and there would be no reason for maintaining it beside the very flourishing institution at Hooghly but for the fact that the model school attached to it is so well attended and prosperous that its profits help to pay the expenses of the normal school. There were altogether 224 candidates for certificates at the vernacular mastership examination, of whom 150 passed against 163 out of 278 in the preceding year.

30. The following figures show the progress in native female education during the year. The number of schools increased from 464 with 10,492 pupils to 519 with 11,964 pupils, but the number of girls in boys' schools decreased from 9,794 to 9,623. Altogether there were 21,587 girls under instruction against 20,286 in 1876-77. The improvement in numbers is seen in all the stages of progress, though of course greatest in the lower primary stage.

31. The reports of Mrs. Monmohini Wheeler, Government Inspectress of schools, have thrown much light upon the character of the teaching given in the schools and classes visited by her. In Calcutta she examined 23 schools with 1,042 pupils and 97 zenana classes with 117 pupils. She also reported on the zenana pupils and schools in the districts of Dacca, Tipperah, Backergunge, and Furreedpore. Government is paying for zenana teaching in Calcutta and the mofussil Rs. 16,420, of which Rs. 14,804 are expended in Calcutta alone, almost entirely in grants to missionary societies which themselves contributed to this object Rs. 46,500. Of the total receipts only Rs. 7,986 were raised by fees from 1,827 pupils, less than six annas a head per month. It is found that the zenana teachers employed by the missionary agencies are very frequently quite unfit for their work, and that the great majority of the pupils have had none of that preliminary instruction in school to complete which is the object of the Government grants in aid of zenana missions The time given by the teachers to each house averages moreover only two hours a week, including the time devoted to Bible stories and needle-work. Much of the unfavourable result appears to be due to the pressure brought to bear upon the missions from home to show increasing numbers under instruction year by year. It is, however, absolutely necessary that the principles upon which Government aid is given to these agencies should be reconsidered. There must be, as the Director remarks, at the outset some guarantee of ability in the teachers. They must subject themselves to examination and obtain certificates of fitness. Then, to test the work of these certificated mistresses, there must be graduated standards and examinations for the pupils, and the Government grants must be rated on the results of these examinations. If there could be more co-operation between the societies, or if in other ways zenana pupils could be concentrated and brought together so as to admit of their receiving more continuous instruction, another great advantage would be gained. At present there is much connected with this work which is not real and genuine.

32. In the Dacca division the plan inaugurated under native management of encouraging zenana teaching by rewards after examination has also practically failed, there being strong grounds for believing that the answers were frequently written by the husbands of the girls under examination.

33. Excluding zenana classes, the aided girls' schools throughout the country increased by 21 with 334 additional pupils, the increase being in girls' pathsalas. Grant-in-aid schools have fallen from 157 to 151. All other descriptions of girls' schools are stationary except those aided from the primary grant, which rose from 128 to 151, the increase being chiefly in the Dacca division. There are, besides the aided schools, 73 unaided schools for native girls, 51 of which are under missionary management. The Lieutenant-Governor would like to see steps taken by district officers and sub-inspectors to encourage the attendance of girls at boys' pathsalas. Both Mrs. Wheeler and the Inspectors generally consider the mixed pathsalas to be most successful. Possibly the establishment of mixed patshalas might be encouraged by paying the gurus a higher rate per head for girls passing a certain standard.

34. The statistics of European and Eurasian schools are separately submitted in the report. There were 36 aided schools of this class, with 3,389 pupils; and 12 unaided schools submitted returns showing 1,166 pupils in their classes. In future it is intended to classify these schools according to their standards of instruction, as is done in the case of schools for native education. Government gave Rs. 70,246 in aid of schools of this class during the year, and their total cost was Rs. 2,53,255.

35. There was a satisfactory increase in the number of Mahomedans under instruction, though, owing to the great increase of Hindoo pupils in Burdwan and Orissa, where the Mahomedan population is small, the percentage of pupils of this class was lower on the whole. Out of 528,748 pupils of all creeds in Government and aided schools on the 31st March 1878, 86,847, or 16·4 per cent., were Mahomedans; the percentage of Mahomedans in the total population of Bengal being 31·5. The increase over 1876-77 amounts to 5,262 pupils. Taking all classes of schools, aided and unaided, there were 111,645 Mahomedan students, against 106,590 in the preceding year.

36. In accordance with the orders of Government last year several new scholarships were given from the Mohsin Fund to enable Mahomedan students of the Mofussil Madrasas to continue their English studies either in the Calcutta Madrasa or at other Government institutions. The total expenditure from the Mohsin endowment on Mahomedan education is now Rs. 56,532. The Calcutta Madrasa has suffered a serious loss in the death of its Principal, Mr. H. Blochmann.

37. The following table exhibits the distribution of funds under the grant-in-aid system for the last two years: —

	1877.				1878.			
	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	6	556	24,198	1,07,828	6	701	24,136	1,18 600
Higher English schools	88	10,365	62,061	3,04,432	84	9,383	48,842	1,96,528
Middle ,, ,, ...	438	25,101	1,46,801	4,28,698	453	24,906	1,30,468	3,76,289
,, vernacular ,, ...	556	28,614	87,574	2,45,019	574	28,914	87,293	2,47,151
Lower English ,, ...	65	2,598	12,176	31,398	......	......	......	......
,, vernacular ,, ...	110	4,298	10,552	28,202	130	5,035	7,825	22,037
Primary ,, ,, ...	285	8,466	14,025	34,785	192	4,876	7,161	19,632
Girls' schools	*294	8,195	64,314	1,98,620	288	7,569	41,557	1,59,771
Boys' ,, for Europeans, &c. ...	......	......	......	......	8	1,637	85,458	1,54,425
Girls' ,, for ,, ...	......	......	......	......	11	901	19,281	70,574
Mixed ,, ,, ...	......	......	......	......	18	786	13,987	38,117
Normal ,, ...	15	852	16,294	46,043	15	775	10,690	42,284
Total ...	1,857	89,045	4,87,995	14,15,020	1,779	85,563	4,35,702	14,45,408

* Inclusive of European girls' schools.

The only loss is in primary mission schools, schools of other kinds showing an increase of 15. The grants are periodically revised, and it is found that the people are now able and ready to maintain schools on much smaller grants than were formerly deemed necessary. The improved system of inspection which is now being introduced along with the reduced areas

allotted to each Inspector will enable the supervision of the grant-in-aid system to be made more close and effective than it has hitherto been. The Lieutenant-Governor entirely endorses the Director's remarks as to the inexpediency of introducing sudden and sweeping changes into the relations between the aided schools and Government, but he would be glad to see an attempt made in suitable places to introduce in this class of schools a system of payment by results such as has proved so successful in other parts of India.

38. The aim of the department and of Government during the year has been not so much to extend education as to systematize it, to secure the best possible application of the funds available, and to bring the secondary education of the country back to the sound principles on which it was originally based. At the same time there has been considerable and satisfactory progress. The people show themselves more anxious to get education and more willing to pay for it, and there is gradually being extended all over the country a net-work of primary schools that must, as the numbers passing through them year by year increase, very shortly affect materially the standard of intelligence among the lower classes.

ORDER—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

Ordered also that copies be forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Secretary to the Government of Bengal.

Circular No. 45.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

H. H. RISLEY,

Under-Secretary to the Government of Bengal.

CALCUTTA,
The 29*th October* 1878.

B. P. D. and others—Reg. No. 7823—30-10-78.